

Nursery Long Term Plan- Core knowledge document

Autumn 1	
Strand: Speaking	
Core Taught	Core Provision
<p><i>Specific learning from taught sessions, focused on knowledge and skills: Specific learning from taught sessions, focused on knowledge and skills:</i></p> <p>Teach, model and scaffold:</p> <ul style="list-style-type: none"> - Adults to encourage children to copy familiar actions and expressions when modelled/prompted by an adult. - Modelled/prompted by an adult use non-verbal and verbal to express and communicate. - Beginning to put two or more words together e.g. more please, more water, want block. Adult to promote and model language explicitly. - To begin to join in with rhymes and songs when modelled/prompted by an adult. - Beginning to use new vocabulary when talking when modelled/prompted by an adult. - Adult to model speaking and listening in daily activities, to promote listening to others in conversation and speaking. - Following one step instructions when modelled/prompted by an adult. 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> -Regular small group activities (<i>which will begin to develop the children's confidence in speaking to others</i>) -Daily time allocated for singing of nursery rhymes -All resources labelled with pictures and words -Adults encourage discussion through play using accurate verb tenses -Songs that children have learned on speakers/headphones for children to listen to -Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.' <p>Creative Area:</p> <ul style="list-style-type: none"> -photos of children accessing the area. Having conversations with each other modelled by adults. -A range of materials access and practise eg, cutting, scrunching, painting, mark making etc. -New vocabulary with images and speech bubbles. <p>Role Play:</p> <ul style="list-style-type: none"> -Story props (Puppets, story spoons, figurines, teddies, peg dolls etc) -Access a range of materials to explore different roles.

<ul style="list-style-type: none"> - Beginning to talk about people of importance when modelled/prompted by an adult. - Beginning to talk about experiences when modelled/prompted by an adult. - Joining in with familiar songs and rhymes when modelled/prompted by an adult. - Beginning to verbalise in simple sentences when modelled/prompted by an adult - Continuing to follow one step instructions when modelled/prompted by an adult. <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>Small World:</p> <ul style="list-style-type: none"> -Diverse range of figures included -Photos, vocabulary and pictures to scaffold and model experiences. <p>Reading Area:</p> <ul style="list-style-type: none"> -Nursery rhymes, books and props available. -Adults modelling conversations with children about their learning -images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Outside:</p> <ul style="list-style-type: none"> - Adults modelling conversations with children about their learning -Images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Additional:</p> <ul style="list-style-type: none"> -Adults modelling high quality language and speech at all times throughout the provision. -Adults to comment on what they can see and what they are doing as they are in the provision. -Adults to make eye contact when speaking to all individuals -Adults speaking clearly and slowly and repeating and modelling children's use of vocabulary
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Autumn 2	
Strand: Speaking	
Core Taught	Core Provision
<i>Specific learning from taught sessions, focused on knowledge and skills: Specific learning from taught sessions, focused on knowledge and skills:</i>	<i>Area Area</i>

- Teach, model and scaffold: With Support to practise and verbalise what they can see using pictures to support, scaffolded/modelled by the adult, encouraging the use of new vocabulary and repeating/talking in sentences.
- With support to continue to join in and talk about familiar songs and stories encouraging the use of new vocabulary and repeating/talking in sentences.
- With support to continue to answer simple questions when prompted by an adult encouraging the use of new vocabulary and repeating/talking in sentences.
- With Support to practise and verbalise what they can see using pictures to support, scaffolded/modelled by the adult, encouraging the use of new vocabulary and repeating/talking in sentences.
- With support to continue to join in and talk about familiar songs and stories encouraging the use of new vocabulary and repeating/talking in sentences.
- With support to continue to answer simple questions when prompted by an adult encouraging the use of new vocabulary and repeating/talking in sentences.
- With support to begin to answer simple questions about past and present experiences when prompted by an adult introducing new vocabulary. Using visual prompts.
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Classroom:

- Regular small group activities (*which will begin to develop the children's confidence in speaking to others*)
- Daily time allocated for singing of nursery rhymes
- All resources labelled with pictures and words
- Adults encourage discussion through play using accurate verb tenses
- Songs that children have learned on speakers/headphones for children to listen to
- Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.'

Creative Area:

- photos of children accessing the area. Having conversations with each other modelled by adults.
- A range of materials access and practise eg, cutting, scrunching, painting, mark making etc.
- New vocabulary with images and speech bubbles.

Role Play:

- Story props (Puppets, story spoons, figurines, teddies, peg dolls etc)
- Access a range of materials to explore different roles.

Small World:

- Diverse range of figures included
- Photos, vocabulary and pictures to scaffold and model experiences.

Reading Area:

- Nursery rhymes, books and props available.
- Adults modelling conversations with children about their learning
- images of children looking at each other, taking it in turns to speak, playing cooperatively.

Playing and Exploring

- **Playing with what you know.**

<ul style="list-style-type: none"> • 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>Outside:</p> <ul style="list-style-type: none"> - Adults modelling conversations with children about their learning -Images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Additional:</p> <ul style="list-style-type: none"> -Adults modelling high quality language and speech at all times throughout the provision. -Adults to comment on what they can see and what they are doing as they are in the provision. -Adults to make eye contact when speaking to all individuals -Adults speaking clearly and slowly and repeating and modelling children's use of vocabulary <p>-</p>
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Spring	
Strand: Speaking	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills: Teach and model:</p> <ul style="list-style-type: none"> - With support expresses ideas and feelings using simple sentences, with some accurate past, present and future tenses with modelling and support from the teacher. - To continue to begin to answer simple questions about past and present experiences when prompted by an adult introducing new vocabulary, using visual prompts. - With support beginning to show an understanding of things that happen in the past, present and future eg. Before school, I ate my breakfast, I eat my lunch now, I will eat my dinner later. 	<p>Area Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> -Regular small group activities <i>(which will begin to develop the children's confidence in speaking to others)</i> -Daily time allocated for singing of nursery rhymes -All resources labelled with pictures and words -Adults encourage discussion through play using accurate verb tenses -Songs that children have learned on speakers/headphones for children to listen to -Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and

- With support beginning to extend phrases and simple sentences using conjunctions with significant support and prompts from an adult. Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings"
- Beginning to ask simple questions: scaffolded/modelled by an adult.
- Practise talking in simple sentences: scaffolded/modelled by an adult.
- Beginning to follow two step instructions: scaffolded/modelled by an adult.
- Talking in simple sentences: scaffolded/modelled by an adult
- Understanding and taking turns in conversation: scaffolded/modelled by an adult.
- Continuing to follow two step instructions: scaffolded/modelled by an adult.

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.**

return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.

Creative Area:

- photos of children accessing the area. Having conversations with each other modelled by adults.
- A range of materials access and practise eg, cutting, scrunching, painting, mark making etc.
- New vocabulary with images and speech bubbles.

Role Play:

- Story props (Puppets, story spoons, figurines, teddies, peg dolls etc)
- Access a range of materials to explore different roles.

Small World:

- Diverse range of figures included
- Photos, vocabulary and pictures to scaffold and model experiences.

Reading Area:

- Nursery rhymes, books and props available.
- Adults modelling conversations with children about their learning
- images of children looking at each other, taking it in turns to speak, playing cooperatively.

Outside:

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

Additional:

- Adults modelling high quality language and speech at all times throughout the provision.

	<ul style="list-style-type: none"> -Adults to comment on what they can see and what they are doing as they are in the provision. -Adults to make eye contact when speaking to all individuals -Adults speaking clearly and slowly and repeating and modelling children's use of vocabulary
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Summer	
Strand: Speaking	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <p>Teach, model and scaffold:</p> <ul style="list-style-type: none"> - Conversation skills continue to be practised and supported – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time). - Talking in sentences to be modelled by the adult in areas of learning. 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> -Regular small group activities (<i>which will begin to develop the children's confidence in speaking to others</i>) -<i>Classroom equipment to be labelled with photos, hand-written labels and shadowing where necessary.</i> -Daily time allocated for singing of nursery rhymes -All resources labelled with pictures and words -Adults encourage discussion through play using accurate verb tenses -Songs that children have learned on speakers/headphones for children to listen to

- Talking in sentences to be promoted by the adults at carpet time by answering simple questions or eg, choosing where they are going to go ... "I would like to go to the water area etc.
- Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills and use of new vocabulary
- Adults model using full sentences – focus on this when teaching – the difference between an unfinished oral sentence and a full oral sentence.
- Children continue to learn nursery rhymes, songs and stories off by heart.
- Children encouraged to join in with repeated phrases in stories.
- Questions: who, what, where?
- Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults.
- *Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I drink my water now; I will eat my snack later.*
- Beginning to listen to others in one-to-one conversations and offers own ideas using new vocabulary: scaffolded/modelled by an adult.
- Beginning to listen in small group discussions and offers own ideas when scaffolded/modelled by an adult.
- Beginning to listen in whole class discussions and offers own ideas when scaffolded/modelled by an adult.
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Playing and Exploring

- **Playing with what you know.**
- **Learning to explore.**
- **To combine resources in my play.**

-Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.'

Creative Area:

- photos of children accessing the area. Having conversations with each other modelled by adults.
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- New vocabulary with images and speech bubbles.

Role Play:

- Story props (Puppets, story spoons, figurines, teddies, peg dolls etc)
- Access a range of materials to explore different roles.

Small World:

- Diverse range of figures included
- Photos, vocabulary and pictures to scaffold and model experiences.

Reading Area:

- Nursery rhymes, books and props available.
- Adults modelling conversations with children about their learning
- images of children looking at each other, taking it in turns to speak, playing cooperatively.

Outside:

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

- 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

Additional:

- Adults modelling high quality language and speech at all times throughout the provision.
- Adults to comment on what they can see and what they are doing as they are in the provision.
- Adults to make eye contact when speaking to all individuals
- Adults speaking clearly and slowly and repeating and modelling children's use of vocabulary