

Nursery Long Term Plan- Core knowledge document

Autumn	
Strand: UTW	
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"> - Talking about who is in their family - drawing pictures of their family - Reading and listening to a variety of stories from the past - Showing an interest in a variety of different books - Showing an interest in different objects from the past and present - Reading and listening to a variety of stories based in this country and many other countries - showing interest in different religions and celebrations. - Exploring objects and texts from different religions and celebrations - Reading and listening to stories about different religions and celebrations. - Showing curiosity about the environments they are in. - Exploring the environments using different senses. - Making comments on the weather (E.G- It is raining now. It is cold. The sun is out.) - Exploring the local environment to the school through a local walk 	<p>Classroom:</p> <p>Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> - Daily weather/ season chart - Birthday Chart - Home corner with resources that resemble different households. - Children to bring in pictures of their family to be displayed in provision <p>Small world:</p> <ul style="list-style-type: none"> - Different people (Showing different religious outfits, jobs, disabilities etc.) - Variety of environments (forest, desert etc.) - Animals/plants that are local to school (fox, pigeon etc.) <p>Home corner:</p> <ul style="list-style-type: none"> - Books displaying variety of families and people with different job roles - Enhancement to home corner during festival times to model how different religions/cultures celebrate - Food should replicate different cultures <p>Reading area:</p> <ul style="list-style-type: none"> - Books displaying variety of families/people with different job roles/people in the outdoors - Non-fiction books (nature/seasons/weather) - Nursery rhymes related to the outdoors <p>Outside:</p> <ul style="list-style-type: none"> - Plants - Equipment for planting (shovels, watering cans etc) - Clipboards and paper (to encourage observational drawings) <p>Water:</p> <ul style="list-style-type: none"> - Materials to help mimic weather (spray bottles for spitting, bubbles for clouds etc)

<ul style="list-style-type: none"> - Exploring the natural environment - Making comments on what they see around them and begin to draw animals that they have seen and recognise 	<ul style="list-style-type: none"> - Large blocks of ice with objects frozen inside – what happens to the ice? <p>Construction:</p> <ul style="list-style-type: none"> - Pictures of different buildings/ homes (flats, bungalows, houses etc) - Making large maps with chalks <p>Additional:</p> <ul style="list-style-type: none"> - Local walk around local area with a focus on what is there (making observations of environment (parks, houses, flats, religious buildings etc.))
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Spring	
Strand: UTW	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <p>Teach and model:</p> <ul style="list-style-type: none"> - Talk about immediate and wider family, and where they fit in/their role - Discuss family roles – e.g. who cooks, cleans, what they do for work - Model talking about things that have 'already happened' and things that are 'happening now' - Teach, model and scaffold describing images of this country and what they can see (Images from books, maps, local area internet) - Teach and model how to explore different books (<i>If we want to see maps, we will look for this book which is an Atlas etc.</i>) 	<p>Classroom:</p> <p>Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> - Daily weather/ season chart - Birthday Chart - Home corner with resources that resemble different households. - Images and names of local plants and animals displayed in provision <p>Small world:</p> <ul style="list-style-type: none"> - Different people (Showing different religious outfits, jobs, disabilities etc.) - Variety of environments (forest, desert etc.) - Animals/plants that are local to school (fox, pigeon etc.) <p>Home corner:</p> <ul style="list-style-type: none"> - Books displaying variety of families and people with different job roles - Enhancement to home corner during festival times to model how different religions/cultures celebrate - Food should replicate different cultures

<ul style="list-style-type: none"> - Model and scaffold exploring a variety of books (maps, fiction, non-fiction) - To discuss the children's family religions. - To discuss the idea of community. (E.G- Team work, people who help us) - Exploring their environment and say what they see. (E.G- There is a bird in the tree.) - Explore different stories, non-fiction texts and maps - Scaffold describing the daily weather (using appropriate language) - Showing curiosity when exploring different materials and states in the environment (Water, ice etc) - Teach the local environment to the school (<i>What is around us? What can we see? What can we hear? Is our school on a farm? What is our school near?</i>) - Adults to facilitate local walk around the environment. (<i>Ensure pictures are taken to aid discussions when back in nursery</i>) - Teach, model and scaffold some vocabulary related to the natural world - Teach, model and scaffold names of some common local animals and plants 	<p>Reading area:</p> <ul style="list-style-type: none"> - Books displaying variety of families/people with different job roles/people in the outdoors - Non-fiction books (nature/seasons/weather) - Nursery rhymes related to the outdoors <p>Outside:</p> <ul style="list-style-type: none"> - Plants - Equipment for planting (shovels, watering cans etc) - Clipboards and paper (to encourage observational drawings) <p>Water:</p> <ul style="list-style-type: none"> - Materials to help mimic weather (spray bottles for spitting, bubbles for clouds etc) - Large blocks of ice with objects frozen inside – what happens to the ice? <p>Construction:</p> <ul style="list-style-type: none"> - Pictures of different buildings/ homes (flats, bungalows, houses etc) - Making large maps with chalks <p>Additional:</p> <ul style="list-style-type: none"> - Local walk around local area with a focus on what is there (making observations of environment (parks, houses, flats, religious buildings etc.))
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Summer	
Strand: UTW	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - To teach and encourage the children to independently: 	<p>Classroom:</p> <p>Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p>

- Say what a family is and what their role is within their family
- Discuss different roles and jobs within a family e.g. who cooks, cleans, what they do for work and family routines.
- To talk about what activities, they do with their families and where they go in the local area.
- To talk about important people in their lives.
- Understand what a special time/event is and describe significant events in their experience.
- The concept of past and present. (Things that have already happened or things that are happening now)
- Children enjoy exploring the natural world
- Some vocabulary related to the natural world (weather, hill, forest, sky, wind, sun, pond,)
- Names of some common local animals and plants (E.G pigeon, squirrel, fox, lily, daisy, sycamore, acorns, plane trees)
- Discuss what an environment is and different environments that they know.
- Know **local environment** to the school through images, videos, visit.
- Describe daily weather and link to the seasons (rain, snow, sun, fog, mist, cloudy, autumn, winter)
- Different seasons throughout the year. To describe Autumn and the changes that take place
- Name the days of the week and daily routines. Day and Night.
- To describe Autumn (season, autumn, foliage, wind, amber, harvest, berry picking, what do animals/birds do in Autumn? Squirrels, foxes, rats, spiderlings, worms, geese, bees, wasps, temperature,

- Daily weather/ season chart
- Birthday Chart
- Home corner with resources that resemble different households.
- Changing States Focus Cooking activities: making toast, making popcorn, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc.

Small world:

- Different people (Showing different religious outfits, jobs, disabilities etc.)
- Variety of environments (forest, desert etc.)
- Animals that are local to school (fox, pigeon etc.)

Home corner:

- Books displaying variety of families and people with different job roles
- Enhancement to home corner during festival times to model how different religions/cultures celebrate
- Food should replicate different cultures

Reading area:

- Books displaying variety of families/people with different job roles/people in the outdoors
- Non-fiction books (nature/seasons/weather)
- Nursery rhymes related to the outdoors

Outside:

- Plants
- Equipment for planting (shovels, watering cans etc)

Water:

- Materials to help mimic weather (spray bottles for spitting, bubbles for clouds etc)
- Large blocks of ice with objects frozen inside – what happens to the ice?

Construction:

- Pictures of different buildings/ homes (flats, bungalows, houses etc)
- Making maps of our school, homes, local area.

Additional:

- Local walk around local area with a focus on what is there (making observations of environment (parks, houses, flats, religious buildings etc.))

September, October, November)

- Looking at and exploring different stories, non-fiction texts and maps related to this country and the environment
- Discuss what religion is and the different family religions from their class
- Discuss and know what a community is.
- Know which country they live in and can describe life in this country