

Foundation Stage planning is used as a guide and not a "tick list". This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.

As our nursery children join us after their 2nd or 3rd birthday, the time they spend with us in the setting as a nursery pupil varies. Therefore additional learning opportunities are identified as well as a 2 year cycle for those children who spend longer than a full academic year with us.

Lead Practitioner: Mrs W	elch	YEAR GROUP: Nu	ursery	CLASS: Curiosity Corner		
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Text,l Study, Theme	Why do you love me so much? Owl Babies Little Rabbit Foo Foo Guess How Much I Love You Llama Llama Red Pyjama Whatever Next So much	Once Upon a Time Each Peach Pear Plum Gingerbread Man Goldilocks & the 3 Bears Three Billy Goats Gruff	Can we explore it? We're Going on a Bear Hunt We're Going on a Lion Hunt Walking through the jungle Lost and found Lost property Astro Girl	Zog The Princess and the Wizard Dragon Stew The knight who wouldn't fight There is no dragon in this story	How many colours in a rainbow? I do not eat the colour green The most beautiful colour of all The day the crayons quit Big blue train Strawberries are red Colour me happy The colours of home The little white owl The colour monster The Rainbow The crafty Chameleon Elmer	Rainbow Fish Sharing a shell Pirates love underpants Little turtle and the sea Last week Pete's school shoes
New songs to be introduced	Little Rabbit Foo Foo Big Red Combine Harvester Dingle Dangle Scarecrow Apple Tree	When Goldilocks went to the House of the Bears 5 Red Rockets	My hands are feeling chilly	If you like the Easter Bunny 5 Warm Eggs	I can sing a rainbow The colour song Hello Mr Sun Here is a beehive	Waves in the sea
AREAS OF LEARNING						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT					PSED are covered. Observates and managing feelings and	



Curiosity Corner Nursery Long Term Plan 2022-2023

PSED THEMES	New beginnings	Getting on and falling	Going for goals	Good to be me	Relationships	Changes	
		out					
PHYSICAL DEVELOPMENT	Teaching Skills Supported: Put on and hang up coat Take off shoes and put on wellies. Carpet Skills Blowing your own nose. Toileting Putting straw into a milk carton. Try new foods. Wash and dry hands. Tidy up time. Hand-eye coordination activities. Develop control over mark making tools. Threading Beat Baby Wake and Shake Get Set 4 PE - Fundamentals	Teaching Skills Unsupported: Put on and hang up coat Take off shoes and put on wellies. Carpet Skills Blowing your own nose. Toileting Putting straw into a milk carton. Try new foods. Wash and dry hands. Tidy up time. Hand-eye coordination activities. Develop control over mark making tools. Sewing Beat Baby Wake and Shake Gross motor skills: Parachute games Get Set 4 PE - Fundamentals 2	Teaching Skills Supported: Fasten coat More responsible with taking shoes on and off. Carpet skills with increased learning behaviours Full independence for toileting. Full independence for the snack table. Full independence during child initiated activities. Use one-handed tools with increased control e.g. pencil, scissors. Dough disco Beat Baby Wake and Shake Get Set 4 PE - Gymnastics	Teaching Skills Unsupported: Fasten coat More responsible with taking shoes on and off. Carpet skills with increased learning behaviours Full independence for toileting. Full independence for the snack table. Full independence during child initiated activities. Draw lines and circles using gross motor skills. Finger gym Beat Baby Wake and Shake Gross motor skills: Large ball games Get Set 4 PE - Dance	Teaching Skills Supported: Independence choosing right clothing to suit weather conditions. E.g. all in-one weather suits. Preparation for reception e.g. teaching to use a knife and fork, carrying a tray. Dough disco Beat Baby Wake and Shake Gross motor skills: Preparing for sports day activities e.g. quotes, sacks, egg and spoon. Get Set 4 PE - Ball skills	Teaching Skills Unsupported: Independence choosing right clothing to suit weather conditions. E.g. all in-one weather suits. Preparation for reception e.g. teaching to use a knife and fork, carrying a tray. Manipulates objects with good fine motor skills. Uses writing as a means of communicating to the audience. Beat Baby Wake and Shake Get Set 4 PE - Games	
COMMUNICATION AND LANGUAGE	All aspects of developing CLL are considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as "talking buddies" and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected progress.						
LITERACY	Reading: Book Talk	Reading: Book Talk	Reading: Book Talk	Reading: Book Talk	Reading: Book Talk	Reading: Book Talk	



 Nursery Rhymes &	Traditional Stories	Favourite stories	Favourite stories	Shared reading	Shared reading
Songs	Christmas Stories	With support: Name	Unsupported: Name	activities.	activities.
Picture/Name	Picture/Name	Recognition	Recognition	Guided Reading	Guided Reading
Recognition	Recognition	Helicopter Stories	Helicopter Stories	Unsupported: Name	Unsupported: Name
With support: Coat	Unsupported: Coat			Recognition	Recognition
peg/milk tags	peg/milk tags			Key words	Key words
				Exceeding: phonics	Exceeding: Phonics
Phonics:	Phonics:	Phonics:	Phonics:	phase 2	phase 2
Environmental sounds	Environmental sounds	Environmental sounds:	Environmental sounds:	Helicopter Stories	Helicopter Stories
Instrumental sounds	Instrumental sounds	different volumes,	sounds behind a screen.		
Body Percussion	Body Percussion	sound lotto games	Instrumental sounds:	Phonics:	Phonics:
Rhythm and rhyme	Rhythm and rhyme	Instrumental sounds:	Play an instrument to	Rhythm and rhyme:	Rhythm and rhyme:
	Alliteration	Remember and repeat a	describe an action.	Rhyming bingo.	Continue a rhyming
	Voice sounds	rhythm link with	Body Percussion: Use	Alliteration: Sort objects	string.
		volumes.	voice to make slow,	beginning with the same	Alliteration: Look at a
Writing:	Writing:	Body Percussion: With	fast, loud, quiet, short	sound.	object and recognise
Develop a spoken	Develop a spoken	varied speeds.	sounds. Copy a	Voice sounds: Robot	the initial sound.
language.	language.	Rhythm and rhyme:	sequence.	talk, metal mike.	Voice sounds: Robot
Hand-eye coordination	Hand-eye coordination	Moving time	Rhythm and rhyme:	Oral blending and	talk, metal mike.
activities.	activities.	Alliteration: Modelling	Rhyming objects.	segmenting: Sound talk	Oral blending and
Develop control over	Develop control over	through stories and	Alliteration:	segmented words.	segmenting: Sound ta
mark making tools.	mark making tools.	rhymes.	Voice sounds	Identify objects with 3	segmented words. I c
Show interest in	Show interest in	Voice sounds		phonemes from sound	say how many
pictures and print in	pictures and print in			talk.	phonemes I can hear.
books.	books.			Exceeding: Phonics	Exceeding: Phonics
Recognise	Recognise	Writing:	Writing:	phase 2	phase 2
environmental print.	environmental print.	Understand the concept	Recognise rhythm in		Writing:
		of a word.	spoken words.	Writing:	Extend spoken
		Use one-handed tools	Draw lines and circles	Show awareness of	vocabulary.
		with increased control.	using gross motor skills.	rhyme and alliteration.	Manipulates objects
		Ascribe meaning to	Reads back your own	Hears and discriminates	with good fine motor
		marks.	mark making.	general sounds, speak	skills.
			_	sounds and patterns.	
				Knows print carries	Uses writing as a mea
				information.	of communicating to
				Writes for different	the audience.
	İ	1	ĺ	purposes.	1



and cultures when ap					Exceeding: Phonics	Writes for different
					phase 2	purposes.
						Exceeding: Phonics
						phase 2
MATHEMATICS	Numbers:	Numbers:	Numbers:	Numbers:	Numbers:	Numbers:
	Number rhymes to 5.	Twoness of 2.	Fourness of 4.	Represent numbers up	Part part whole	Sixness of 6
	Rote counting to 5	(subitising)	Counting 0-4 from a	to 5.	Recap of partitioning	Estimating using
	1:1 principle to 5 using	Counting 0-3 from a	larger group.	Recognise groups with	objects, concrete and	numbers to 6
	concrete objects. Cardinality principle to	larger group Identifying 1-5 numicon	Subitising 0-4. One more and one less	1 2 3 4 or 5objects.	pictorial.	Numbering ordering to
	5 using concrete	Threeness of 3	than 0-4.	Match groups with the	Comparative addition of	10.
	objects.	One more than one less	Splitting 4 in different	same number of	numbers to 5. Use of	Number recognition 0-
	Introduce Numicon to 5.	than 0-3.	ways, total remains the	objects(1 – 5)	stem sentences.	10
	Introduce 10 frames.	Numberblocks,	same.	Fiveness of 5.	Number recognition 0-	One more/one less
	Comparing quantities	10 frame.	Application of 4.	Number stories	10	Numbers to 5 subitising
	more and less.	Numberline	Recognising numerals 0-	Using language of	Number ordering 0-10.	Number bonds to 5.
	Oneness of 1.		4.	biggest and smallest	One more/one less	Part part whole
	Numberline 0-5		Numicon,	Application of 5.	Numbers to 5 subitising	Number stories
			Numberblocks, 10	Part part whole of	Number bonds to 5.	Pictorial, Concrete,
			frame, Numberline	objects.	Numicon,	Abstract
				Numicon,	Numberblocks, 10	Numicon,
				Numberblocks, 10	frame, Numberline	Numberblocks, 10
				frame, Numberline		frame, Numberline
	Shape, Space and					
	<u>Measures</u>		Shape, Space and	Shape, Space and	Shape, Space and	Shape, Space and
	Sorting for object, size,		Measures	Measures	Measures	<u>Measures</u>
	colour.	Shape, Space and	Encourage children to	Encourage children to	Encourage children to	Develop mathematical
	Positional language: up,	<u>Measures</u>	talk about the shapes in	talk about the shapes in	order items by size,	ideas and methods to
	down Shape recognition: basic	Use language such as	everyday objects.	everyday objects.	length and weight.	solve practical
	2D shapes.	circle to describe the	Now use the language	Now use the language	Develop mathematical	problems.
	20 Shapes.	shape and size of a flat	e.g. circle, bigger to	e.g. circle, bigger to	ideas and methods to	Use everyday words to
		shape.	describe the shape.	describe the shape.	solve practical	describe capacity.
		Model use of positional	'	Model the use of size	problems.	
		language.		language such big, little		
				and heavy, light.		



			Model the use of size language such big, little and heavy, light. Use everyday words to describe capacity.	Size, length and weight.		
UNDERSTANDING THE	Autumn	Autumn	Winter	Spring	Father's Day	People and
WORLD	Learning Logs	Learning Logs	New Year	Pancake Day: Snack	Recognising colours,	<u>communities</u>
	Talking about home and	Conkers and other	Lunar New Year	table	colour mixing.	Summer
	family, friends	autumn treasures.	Learning Logs	Easter, celebrations	Patterns, sorting and	Plants and animals that
	Love	Adaptation of animals	Snow and ice.	Mothers Day	ordering.	live on the seashore.
	All about me	to seasonal changes.	Making maps and plans	Learning Logs	Rainbows and weather.	Pebbles, sand, rocks
	Change	Fruits and seeds.	Different types of	Chickens and chicks	Healthy Eating (Making	and the sea.
	Diwali	Significant Events: Trick	transport.	Eggs, trees, blossoms,	a healthy breakfast etc)	Pirates: making treasure
	Christmas	or treat, Bonfire night ,	Instructions and	flowers and weather.	Life cycle of a butterfly.	maps and outdoor
	Role Play – home corner	Poppy Day, Christmas,	directions.		Exercise (whole class PE)	pirate ships.
	(Baby clinic)	Birthdays, Diwali.	Explorers	Life cycle of a chicken		
	Immersive			Enhanced provision:	Shadows, light and dark.	Technology:
	Environment:	Immersive	Immersive	Focus table/question	Shapes and pattern	Beebots
	Forest/Woodland	Environment:	Environment: Bear Hunt	table.	The sun and silhouettes.	iPad
	theme.	Forest/Woodland home	scenes: Long wavy			Laptop
		corner into the three	grass, thick oozy mud,	Immersive	Immersive Environment:	CD player
	Technology:	bears house.	dark forest, deep cold	Environment: Farm and	Garden centre	Summer on IWB
	IWB nursery rhymes,	Role Play: Christmas	river, snow storm, bear	farm shop.		Using technology for a
	Autumn.	Post office	cave, home and bed.			purpose.
			Role Play: Chinese		Technology:	Pirate shanties on IWB
		<u>Technology</u>	restaurant	Technology:	Beebots	
		IWB: Nursery Rhymes,		Beebots	iPad	Immersive
		Bonfire night, Poppy	Technology:	Spring on IWB	Laptop	Environment: Seaside
		Day, Beebots	Beebots	iPad	CD player	
			Winter on IWB	Laptop	Using technology for a	
			iPad	CD player	purpose.	



		Ipads to be introduced:	Moving Toys			
		turn taking skills, digital				
		cameras, microwave,				
		lights etc.				
EXPRESSIVE ARTS AND	Exploring and Using	Exploring and Using	Exploring and Using	Exploring and Using	Exploring and Using	Exploring and Using
DESIGN	Media and Materials	Media and Materials	Media and Materials	Media and Materials	Media and Materials	Media and Materials
	Learning new songs	Moving to music	Repeated rhythms	Creating different	Tap out simple repeated	Sing to themselves and
	Simple construction	Exploring colour/texture	Movement to music	textures	rhythms and make some	make up simple songs
	Using simple tools	to make pictures	Learning a wider variety	Selecting a wider range	up	Create 3D structures
	Familiar role play	Sounds of instruments	of songs	of tools	Explore and learn how	Begin to construct,
	Beat Babies	Joining in with a wider	Constructing with	Explore colours and	sounds can be changed	stacking blocks
	Dough Disco	variety of role play	purpose	begin to differentiate	Imitate and create	vertically and
		Beat Babies	Expressive in	between colours.	movement in response	horizontally, making
	Being imaginative:	Dough Disco	art/drama/dance	Role play based on own	to music	enclosures and creating
	Role Play – home corner		Beat Baby	first hand experiences.	Use available resources	spaces
	Enhanced: Baby clinic	Being Imaginative:	Dough Disco	Beat Baby	to create props to	recognise repeated
	(doctors) /people who	Role Play –Home corner		Dough Disco	support role play	sounds and sound
	help us.	(enhance with	Being imaginative:		Develop a repertoire of	patterns and match
		Christmas),	Role Play-Home corner	Being imaginative:	actions by putting a	movements to music
		,	(enhance with	Role Play-Home corner	sequence of movement	Beat Baby
		Enhanced: Post office	explorer/jungle)	(enhance with princess	together	Dough Disco
		for Christmas time.		& knights)	Engage in imaginative	
			Enhanced: Asda		play and role play based	
			supermarket	Enhanced: ASDA	on own first hand	Being imaginative:
				Supermarket	experiences	Role Play-Home corner
					Beat Baby	(enhance with
					Dough Disco	seaside/at the beach)
						·
					Being imaginative:	Enhanced: ASDA
					Role Play-Home corner	supermarket, enhance
					(enhance with	with ice cream stand.
					birthday/celebrations)	
					,	



					Enhanced: ASDA supermarket	
ASSESSMENT	Baseline Learning Journeys/Eaz Mag Intervention groups End of half term assessment	End of term assessment Learning Journeys/Eaz Mag SSPs Intervention groups Phonics trackers	End of half term assessment Learning Journeys SSP Review Intervention groups	End of term assessment Learning Journeys ELPs Intervention groups Phonics trackers	End of half term assessment Learning Journeys SSP Review Intervention groups	End of term assessment Learning Journeys ELPs Intervention groups Phonics trackers
ASSESSMENT SHARED WITH PARENTS	Learning journeys/SeeSaw Parent meeting (settling in)	Learning journeys	Learning journeys	Learning journeys	Learning journeys	Learning journeys Detailed end of year report and parents meeting.
MODERATION	Baseline moderation (in house & External)	In house moderation	In house moderation	In house moderation	In house moderation	In house moderation
TRANSITION	Home visits offered 3xmove up sessions from Nursery to school Additional transition for SEND			Reception staff to get to know Nursery children.	Parents meeting Invitations to come and play. Reception staff come to read to Nursery children. Stay for sustained Learning.	Come and play sessions (New Nursery Children & parents) Current Nursery transition days to new Reception class (half day transition days)
TRIPS, VISITS AND EXPERIENCES	Memorable Experience Invite a parent with a baby to come and talk to the children about their new family. Invite parents and carers in for a family play morning. Ask parents and carers to	Memorable Experience Invite parents in story sack workshops. Linked to traditional stories. Christmas concert	Memorable Experience Go and explore in the outdoor area. Go on an adventure using maps. Look for nooks, crannies, holes, gaps and hiding places along the way. Innovate	Memorable Experience Go on a Spring walk to identify and look out for signs of Spring. Invite parents on the walk. Innovate	Memorable Experience Outdoor colour mixing madness. Explore different ways of mixing and painting using hands and feet. Inspiration from artists like Jackson Pollock, Van Gogh and Kadinsky.	<u>Visits</u> End of year Pirate Party.



	share photos and		Go on a bear hunt.		<u>Innovate</u>	
	memories of the		Extend to going on a		Life cycle of a butterfly.	
	children as babies.		lion hunt and fairy hunt			
			(based on children's			
	<u>Innovate</u>		interests.) Create story			
	Caring for Lost Teddy.		maps (pie corbett)			
	(Use Teddy for a child to					
	take home each		Explorer bear			
	weekend to share their					
	home adventures)					
PARENTAL	Early Years Pupil	Christmas play		Stay and Play- focus on		Welcome to Reception
ENGAGEMENT	Premium.			mathematics		parents meeting
		Christmas crafts.			Stay and play	
	Ensure signed up to		Stay and play			Annual school report
	SeeSaw and emails	Stay and Play- focus on				
		outdoor		Formal parents meeting		
		learning/writing				
	Meeting: Learning logs					
	and Learning journeys	Treasure boxes: Early				
		reading meeting				
	Invite to stay and play.					
		Formal parents meeting				
ACTION PLANNING	SIP	Visit action plan	Visit action plan	Visit action plan	Visit action plan	Visit action plan
	Consider previous year	Review risk assessment	Review risk assessment	Review risk assessment	Review risk assessment	Review risk assessment
	exit data and current					
	entry data.					
	Review risk assessment					