

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 Welch		YEAR GROUP: Nursery			CLASS: Curiosity Corner	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Text, I 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	Did Dragons Exist? 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>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</i>	How deep is the ocean? 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	The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					

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	<p>Nursery Rhymes & Songs Picture/Name Recognition With support: Coat peg/milk tags</p> <p>Phonics: Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme</p> <p>Writing: Develop a spoken language. Hand-eye coordination activities. Develop control over mark making tools. Show interest in pictures and print in books. Recognise environmental print.</p>	<p>Traditional Stories Christmas Stories Picture/Name Recognition Unsupported: Coat peg/milk tags</p> <p>Phonics: Environmental sounds Instrumental sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds</p> <p>Writing: Develop a spoken language. Hand-eye coordination activities. Develop control over mark making tools. Show interest in pictures and print in books. Recognise environmental print.</p>	<p>Favourite stories With support: Name Recognition Helicopter Stories</p> <p>Phonics: Environmental sounds: different volumes, sound lotto games Instrumental sounds: Remember and repeat a rhythm link with volumes. Body Percussion: With varied speeds. Rhythm and rhyme: Moving time Alliteration: Modelling through stories and rhymes. Voice sounds</p> <p>Writing: Understand the concept of a word. Use one-handed tools with increased control. Ascribe meaning to marks.</p>	<p>Favourite stories Unsupported: Name Recognition Helicopter Stories</p> <p>Phonics: Environmental sounds: sounds behind a screen. Instrumental sounds: Play an instrument to describe an action. Body Percussion: Use voice to make slow, fast, loud, quiet, short sounds. Copy a sequence. Rhythm and rhyme: Rhyming objects. Alliteration: Voice sounds</p> <p>Writing: Recognise rhythm in spoken words. Draw lines and circles using gross motor skills. Reads back your own mark making.</p>	<p>Shared reading activities. Guided Reading Unsupported: Name Recognition Key words Exceeding: phonics phase 2 Helicopter Stories</p> <p>Phonics: Rhythm and rhyme: Rhyming bingo. Alliteration: Sort objects beginning with the same sound. Voice sounds: Robot talk, metal mike. Oral blending and segmenting: Sound talk segmented words. Identify objects with 3 phonemes from sound talk. Exceeding: Phonics phase 2</p> <p>Writing: Show awareness of rhyme and alliteration. Hears and discriminates general sounds, speak sounds and patterns. Knows print carries information. Writes for different purposes.</p>	<p>Shared reading activities. Guided Reading Unsupported: Name Recognition Key words Exceeding: Phonics phase 2 Helicopter Stories</p> <p>Phonics: Rhythm and rhyme: Continue a rhyming string. Alliteration: Look at an object and recognise the initial sound. Voice sounds: Robot talk, metal mike. Oral blending and segmenting: Sound talk segmented words. I can say how many phonemes I can hear. Exceeding: Phonics phase 2</p> <p>Writing: Extend spoken vocabulary. Manipulates objects with good fine motor skills. Uses writing as a means of communicating to the audience.</p>
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					Exceeding: Phonics phase 2	Writes for different purposes. Exceeding: Phonics phase 2
MATHEMATICS	<p>Numbers: Number rhymes to 5. Rote counting to 5 1:1 principle to 5 using concrete objects. Cardinality principle to 5 using concrete objects. Introduce Numicon to 5. Introduce 10 frames. Comparing quantities more and less. Oneness of 1. Numberline 0-5</p> <p>Shape, Space and Measures Sorting for object, size, colour. Positional language: up, down Shape recognition: basic 2D shapes.</p>	<p>Numbers: Twoness of 2. (subitising) Counting 0-3 from a larger group Identifying 1-5 numicon Threeness of 3 One more than one less than 0-3. Numberblocks, 10 frame. Numberline</p> <p>Shape, Space and Measures Use language such as circle to describe the shape and size of a flat shape. Model use of positional language.</p>	<p>Numbers: Fourness of 4. Counting 0-4 from a larger group. Subitising 0-4. One more and one less than 0-4. Splitting 4 in different ways, total remains the same. Application of 4. Recognising numerals 0-4. Numicon, Numberblocks, 10 frame, Numberline</p> <p>Shape, Space and Measures Encourage children to talk about the shapes in everyday objects. Now use the language e.g. circle, bigger to describe the shape.</p>	<p>Numbers: Represent numbers up to 5. Recognise groups with 1 2 3 4 or 5 objects. Match groups with the same number of objects(1 – 5) Fiveness of 5. Number stories Using language of biggest and smallest Application of 5. Part part whole of objects. Numicon, Numberblocks, 10 frame, Numberline</p> <p>Shape, Space and Measures Encourage children to talk about the shapes in everyday objects. Now use the language e.g. circle, bigger to describe the shape. Model the use of size language such big, little and heavy, light.</p>	<p>Numbers: Part part whole Recap of partitioning objects, concrete and pictorial. Comparative addition of numbers to 5. Use of stem sentences. Number recognition 0-10 Number ordering 0-10. One more/one less Numbers to 5 subitising Number bonds to 5. Numicon, Numberblocks, 10 frame, Numberline</p> <p>Shape, Space and Measures Encourage children to order items by size, length and weight. Develop mathematical ideas and methods to solve practical problems.</p>	<p>Numbers: Sixness of 6 Estimating using numbers to 6 Numbering ordering to 10. Number recognition 0-10 One more/one less Numbers to 5 subitising Number bonds to 5. Part part whole Number stories Pictorial, Concrete, Abstract Numicon, Numberblocks, 10 frame, Numberline</p> <p>Shape, Space and Measures Develop mathematical ideas and methods to solve practical problems. Use everyday words to describe capacity.</p>

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

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

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					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	<u>Memorable Experience</u> 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	<u>Memorable Experience</u> Invite parents in story sack workshops. Linked to traditional stories. Christmas concert	<u>Memorable Experience</u> 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. <u>Innovate</u>	<u>Memorable Experience</u> Go on a Spring walk to identify and look out for signs of Spring. Invite parents on the walk. <u>Innovate</u>	<u>Memorable Experience</u> 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.

