

# Nursery/Willows Long Term Planning and Development Matters Coverage Guide: 2018/ 19



Reception Long Term Planning	Cycle 1		Cycle 2		Cycle 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superhero Me!	People and Celebrations	Traditional Tales	Space	Growing / plants	Around the World
Core text/Additional	Supertato Superworm Pete the Cat <b>A Hug for Humphrey</b> Steve Smallman, Tim Warnes Peace at Last	Meg and Mog Room on the Broom Diwali Story The star and the owl The Nativity Christmas stories Culture stories Babushka	The Gingerbread Man/The runaway pancake Goldilocks 3 Little Pigs Little Red Riding hood Mama Panyas Pancakes	Whatever next Alien's love underpants The man on the moon	Jack and the Beanstalk Oliver's vegetables The enormous turnip The Very Hungry Caterpillar Jasper's Beanstalk Where Going on a Bear Hunt	Handa's surprise Handas Hen My Granny Went to Market The swirling Hijab
Additional texts (non-fiction)	Factual books The body Feelings	People who help us books Occupation books Celebration books	Recipe Books Danger/Stranger Danger Health and Safety Buildings Regs – Signage	Space information books	How to look after a plant Growing information books Fruit salad	Atlas' Holiday Brochures Like me books
Enrichment	Visits in school from emergency services Nurses Fire Station School Nurse	Nativity/Christmas Performances  Panto!	Shabang Theatre Disco Dave	Nasa link up	Visit the local allotment / Springfield to get advice on growing plants / food in our own allotment /Pond dipping and minibeast hunting at Nell Bank – Nursery Trip	Multi-Cultural cooking session/ Buffet – Invite parents in to cook.  Publishing a parents cookery book  A FS day of celebration
Parent Activities	Forest School Sessions Wednesday and Fridays	Forest School Sessions Wednesday and Fridays/Christmas creative workshop –	Healthy Eating/ Nutrition parents workshops Parents Art Project	Dads Den Building/Woodwork group making outside resources	Parents picnic- and outside cooking	Transition – What to expect how to stay healthy

		Phonics awareness workshop	Sculpture			
Academy values	PERSEVERANCE: Working hard and helping others		CARE: Caring for living things		RESPECT: Respecting the home lives and backgrounds of others	
Important dates / events	Starting Reception Halloween	Bonfire night Remembrance Day Diwali Christmas Christmas performance Children in Need	Chinese New Year	Easter World Book Day	Trip to Nell Bank Trip – Where Going on a Bear Hunt.	Transition to Reception

**Area of learning**

<p>PSED</p> <p>22-36</p> <p>30-50</p>	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult (SCSA-10)</li> <li>• Expresses own preferences and interests (SCSA-11)</li> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children (MR-19)</li> <li>• Initiates play, offering cues to peers to join them (MR-20)</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in (MR-15)</li> <li>• Seeks out others to share experiences (MR-16)</li> <li>• Shows affection and concern for people who are special to them (MR-17)</li> <li>• May form a special friendship with another child (MR-18)</li> <li>• Keeps play going by responding to what others are saying or doing (MR-21)</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (MR-22)</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed (MF&amp;B-14)</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried (MF&amp;B-15)</li> <li>• Can select and use activities and resources with help (SCSA-12)</li> <li>• Welcomes and values praise for what they have done (SCSA-13)</li> <li>• Enjoys responsibility of carrying out small tasks (SCSA-14)</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations (SCSA-15)</li> </ul>	<ul style="list-style-type: none"> <li>• Aware that some actions can hurt or harm others (MF&amp;B-17)</li> <li>• Tries to help or give comfort when others are distressed (MF&amp;B-18)</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community (SCSA-16)</li> <li>• Shows confidence in asking adults for help (SCSA-17)</li> </ul>	<ul style="list-style-type: none"> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do (MF&amp;B-20)</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity (MF&amp;B-21)</li> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings (MF&amp;B-22)</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others (MF&amp;B-23)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding and cooperates with some boundaries and routines (MF&amp;B-19)</li> <li>• Responds to the feelings and wishes of others (MF&amp;B-16)</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (MF&amp;B-24)</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine (MFB-25)</li> </ul>
<p>Communication / Language</p> <p>22-36</p> <p>30-50</p>	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories (L&amp;A-15)</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door (L&amp;A-16)</li> <li>• Listens to others one to one or in small groups, when conversation interests them (L&amp;A-19)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes (L&amp;A-17)</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus (L&amp;A-18)</li> <li>• Focusing attention – still listen or do, but can shift own attention (L&amp;A-22)</li> <li>• Is able to follow directions (if not intently focused on own choice of activity) (L&amp;A-23)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?" (U-8)</li> <li>• Understands more complex sentences, e.g. "Put your toys away and then we'll read a book." (U-9)</li> <li>• Understands use of objects (e.g. "What do we use to cut things?") (U-12)</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out</li> </ul>	<ul style="list-style-type: none"> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>) (U-10)</li> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>) (U-11)</li> <li>• Responds to simple instructions, e.g. to get or put away an object (U-14)</li> <li>• Beginning to understand 'why' and 'how' questions (U-15)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts (S-16)</li> <li>• Holds a conversation, jumping from topic to topic (S-17)</li> <li>• Learns new words very rapidly and is able to use them in communicating (S-18)</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>) (S-23)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' (S-19)</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>) (S-20)</li> <li>• Uses simple sentences (e.g. <i>Mummy gonna work.</i>) (S-21)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>) (S-22)</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>) (S-27)</li> </ul>

	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall (L&amp;A-20)</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (L&amp;A-21)</li> </ul>		<p>an action or selecting correct picture (U-13)</p>		<ul style="list-style-type: none"> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) (S-24)</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (S-25)</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> (S-26)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others (S-28)</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them (S-29)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences (S-30)</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle'</i> (S-31)</li> </ul>
<p>Physical development</p> <p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult (M&amp;H-20)</li> <li>• Comes downstairs backwards on knees (crawling) (M&amp;H-21)</li> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (M&amp;H-34)</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet (M&amp;H-35)</li> <li>• Walks downstairs, two feet to each step while carrying a small object (M&amp;H-36)</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to balance blocks to build a small tower (M&amp;H-22)</li> <li>• Makes connections between their movement and the marks they make (M&amp;H-23)</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (M&amp;H-37)</li> <li>• Can stand momentarily on one foot when shown (M&amp;H-38)</li> <li>• Can catch a large ball (M&amp;H-39)</li> <li>• Draws lines and circles using gross motor movements (M&amp;H-40)</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors (M&amp;H-41)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops own likes and dislikes in food and drink (H&amp;SC-10)</li> <li>• Willing to try new food textures and tastes (H&amp;SC-11)</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp (M&amp;H-42)</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control (M&amp;H-43)</li> <li>• Can copy some letters, e.g. letters from their name (M&amp;H-44)</li> </ul>	<ul style="list-style-type: none"> <li>• Holds cup with both hands and drinks without much spilling (H&amp;SC-12)</li> <li>• Clearly communicates wet or soiled nappy or pants (H&amp;SC-13)</li> <li>• Can tell adults when hungry or tired or when they want to rest or play (H&amp;SC-23)</li> <li>• Observes the effects of activity on their bodies (H&amp;SC-24)</li> <li>• Understands that equipment and tools have to be used safely (H&amp;SC-25)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some awareness of bladder and bowel urges (H&amp;SC-14)</li> <li>• Shows awareness of what a potty or toilet is used for (H&amp;SC-15)</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves (H&amp;SC-26)</li> <li>• Can usually manage washing and drying hands (H&amp;SC-27)</li> </ul>	<p>Shows a desire to help with dressing/undressing and hygiene routines (H&amp;SC-16)</p> <ul style="list-style-type: none"> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (H&amp;SC-28)</li> </ul>
<p>Reading</p> <p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles (R-4)</li> <li>• Enjoys rhyming and rhythmic activities (R-7)</li> <li>• Shows awareness of rhyme and alliteration (R-8)</li> <li>• Recognises rhythm in spoken words (R-9)</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups (R-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats words or phrases from familiar stories (R-5)</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (R-11)</li> <li>• Beginning to be aware of the way stories are structured (R-12)</li> <li>• Suggests how the story might end (R-13)</li> </ul>	<ul style="list-style-type: none"> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' (R-6)</li> <li>• Listens to stories with increasing attention and recall (R-14)</li> <li>• Describes main story settings, events and principal characters (R-15)</li> <li>• Shows interest in illustrations and print in books and print in the environment (R-16)</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles (R-4)</li> <li>• Recognises familiar words and signs such as own name and advertising logos (R-17)</li> <li>• Looks at books independently (R-18)</li> <li>• Handles books carefully (R-19)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats words or phrases from familiar stories (R-5)</li> <li>• Knows information can be relayed in the form of print (R-20)</li> <li>• Holds books the correct way up and turns pages (R-21)</li> </ul>	<ul style="list-style-type: none"> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' (R-6)</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom (R-22)</li> </ul>

<p>Writing</p> <p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make (W-1)</li> <li>Sometimes gives meaning to marks as they draw and paint (W-2)</li> <li>Ascribes meanings to marks that they see in different places (W-3)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make (W-1)</li> <li>Sometimes gives meaning to marks as they draw and paint (W-2)</li> <li>Ascribes meanings to marks that they see in different places (W-3)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make (W-1)</li> <li>Sometimes gives meaning to marks as they draw and paint (W-2)</li> <li>Ascribes meanings to marks that they see in different places (W-3)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make (W-1)</li> <li>Sometimes gives meaning to marks as they draw and paint (W-2)</li> <li>Ascribes meanings to marks that they see in different places (W-3)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make (W-1)</li> <li>Sometimes gives meaning to marks as they draw and paint (W-2)</li> <li>Ascribes meanings to marks that they see in different places (W-3)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make (W-1)</li> <li>Sometimes gives meaning to marks as they draw and paint (W-2)</li> <li>Ascribes meanings to marks that they see in different places (W-3)</li> </ul>
<p>Number</p> <p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' (N-7)</li> <li>Recites some number names in sequence (N-8)</li> <li>Uses some number names and number language spontaneously (N-13)</li> <li>Uses some number names accurately in play (N-14)</li> <li>Recites numbers in order to 10 (N-15)</li> </ul>	<ul style="list-style-type: none"> <li>Creates and experiments with symbols and marks representing ideas of number (N-9)</li> <li>Begins to make comparisons between quantities (N-10)</li> <li>Knows that numbers identify how many objects are in a set (N-16)</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures (N-17)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some language of quantities, such as 'more' and 'a lot' (N-11)</li> <li>Knows that a group of things changes in quantity when something is added or taken away (N-12)</li> <li>Shows curiosity about numbers by offering comments or asking questions (N-19)</li> <li>Compares two groups of objects, saying when they have the same number (N-20)</li> </ul>	<ul style="list-style-type: none"> <li>Notifies simple shapes and patterns in pictures (SSM-8)</li> <li>Beginning to categorise objects according to properties such as shape or size (SSM-9)</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (N-22)</li> <li>Shows an interest in numerals in the environment (N-23)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use the language of size (SSM-10)</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' (SSM-11)</li> <li>Shows an interest in representing numbers (N-24)</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps (N-25)</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates specific time-based events such as mealtimes or home time (SSM-12)</li> <li>Shows an interest in number problems (N-21)</li> <li>Sometimes matches numeral and quantity correctly (N-18)</li> </ul>
<p>Shape, space and measure</p> <p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>Notifies simple shapes and patterns in pictures (SSM-8)</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects (SSM-13)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to categorise objects according to properties such as shape or size (SSM-9)</li> <li>Shows awareness of similarities of shapes in the environment (SSM-14)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use the language of size (SSM-10)</li> <li>Uses positional language (SSM-15)</li> </ul>	<ul style="list-style-type: none"> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' (SSM-11)</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements (SSM-16)</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates specific time-based events such as mealtimes or home time (SSM-12)</li> <li>Shows interest in shapes in the environment (SSM-17)</li> </ul>	<ul style="list-style-type: none"> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' (SSM-11)</li> <li>Uses shapes appropriately for tasks (SSM-18)</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' (SSM-19)</li> </ul>
<p>Understanding the World: People and comm The world Technology</p>	<ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations (P&amp;C-3)</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea (P&amp;C-4)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to have their own friends (P&amp;C-5)</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others (P&amp;C-6)</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track (TW-14)</li> </ul>	<ul style="list-style-type: none"> <li>Notifies detailed features of objects in their environment (TW-15)</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment (T-3)</li> </ul>	<ul style="list-style-type: none"> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car (T-4)</li> </ul>

<p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them (P&amp;C-7)</li> <li>Remembers and talks about significant events in their own experience (P&amp;C-8)</li> <li>Recognises and describes special times or events for family or friends (P&amp;C-9)</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in different occupations and ways of life (P&amp;C-10)</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (P&amp;C-11)</li> </ul>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (TW-16)</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects (TW-17)</li> </ul>	<ul style="list-style-type: none"> <li>Talks about why things happen and how things work (TW-18)</li> <li>Developing an understanding of growth, decay and changes over time (TW-19)</li> <li>Shows care and concern for living things and the environment (TW-20)</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control (T-5)</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (T-6)</li> </ul>	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (T-7)</li> <li>Knows that information can be retrieved from computer (T-8)</li> </ul>
<p>EAD- Media and Materials. Being imaginative.</p> <p>22-36 30-50</p>	<ul style="list-style-type: none"> <li>Joins in singing favourite songs (E&amp;U-6)</li> <li>Enjoys joining in with dancing and ring games (E&amp;U-10)</li> <li>Sings a few familiar songs (E&amp;U-11)</li> <li>Beginning to move rhythmically (E&amp;U-12)</li> <li>Imitates movement in response to music (E&amp;U-13)</li> <li>Taps out simple repeated rhythms (E&amp;U-14)</li> </ul>	<ul style="list-style-type: none"> <li>Creates sounds by banging, shaking, tapping or blowing (E&amp;U-7)</li> <li>Explores and learns how sounds can be changed (E&amp;U-15)</li> <li>Explores colour and how colours can be changed (E&amp;U-16)</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects (E&amp;U-17)</li> <li>Beginning to be interested in and describe the texture of things (E&amp;U-18)</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in the way musical instruments sound (E&amp;U-8)</li> <li>Uses various construction materials (E&amp;U-19)</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (E&amp;U-20)</li> <li>Joins construction pieces together to build and balance (E&amp;U-21)</li> <li>Realises tools can be used for a purpose (E&amp;U-22)</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks (E&amp;U-9)</li> <li>Developing preferences for forms of expression (BI-5)</li> <li>Uses movement to express feelings (BI-6)</li> <li>Creates movement in response to music (BI-7)</li> <li>Sings to self and makes up simple songs (BI-8)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' (BI-3)</li> <li>Makes up rhythms (BI-9)</li> <li>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (BI-10)</li> <li>Engages in imaginative role-play based on own first-hand experiences (BI-11)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to make-believe by pretending (BI-4)</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' (BI-12)</li> <li>Uses available resources to create props to support role-play (BI-13)</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (BI-14)</li> </ul>