



# Winnington Park CP & Nursery School Early Years Long Term Plan 2023-2024

<b>Reception</b> <b>Curriculum Areas -</b> <b>Early Learning Goals</b>	<b>Vocabulary</b>	<b>2023-2024</b> <b>Autumn Term 1</b> <b>Nursery Rhymes</b>  <b>Autumn Term 2</b> <b>The Gingerbread Man</b>	<b>2023-2024</b> <b>Spring Term 1</b> <b>The Three Little Pigs</b>  <b>Spring Term 2</b> <b>Jack and the Beanstalk</b>	<b>2023-2024</b> <b>Summer Term 1</b> <b>We're Going on a Bear Hunt</b>  <b>Summer Term 2</b> <b>The Hungry Caterpillar</b>
<p><b><u>Communication &amp; Language</u></b></p> <p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p>		<p>Story groups</p> <p>Children will develop their comprehension of stories and gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p>	<p>Story groups</p> <p>Children will develop their comprehension of stories and gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Story groups</p> <p>Children will develop their comprehension of stories and gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>



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<p><b>Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		<p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Begin to learn rhymes, poems and songs.</p> <p>Speech and Language 1:1/groups &amp; Wellcomm.</p>	<p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Speech and Language 1:1/groups &amp; Wellcomm.</p>	<p>Use new vocabulary in different contexts.</p> <p>Speech and Language 1:1/groups &amp; Wellcomm.</p>
<p><b><u>Personal, Social &amp; Emotional</u></b>  <b>Self-Regulation</b> Show an understanding of their own feelings and</p>		<p>Build constructive and respectful relationships.</p> <p>Manage their own needs.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>See themselves as a valuable individual.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>



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<p>those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal</p>		<p>Express their feelings and consider the feelings of others.</p> <p>No Outsiders</p>	No Outsiders	No Outsiders
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<p>needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>				
<p><b>Physical</b> <b>Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent</p>	<p>run roll jump land skip climb crawl stop throw catch kick draw write</p> <p>move fast slow positional language</p> <p>Together friends group team</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes, personal hygiene.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support</p>



<p>writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>		<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Dough Disco/Pen Disco Squiggle while you wriggle Finger gym Parachute games Handwashing Oral hygiene Healthy Me</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Dough Disco/Pen Disco Squiggle while you wriggle Finger gym</p> <p>Parachute games Hand washing Oral hygiene Healthy Me</p>	<p>their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing - sensible amounts of 'screen time'- having a good sleep routine- being safe.</p> <p>Dough Disco/Pen Disco Squiggle while you wriggle Finger gym</p> <p>Parachute games Handwashing Oral hygiene Sports Day Healthy Me</p>
<p><b><u>Literacy</u></b></p> <p><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by</p>		<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>



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<p>retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b></p>		<p>words made up of known letter-sound correspondences.</p> <p>Form lower-case and capital letters correctly.</p> <p>Read a few common exception words matched to phonic programme.</p> <p>Read words matched to their developing phonic knowledge by blending.</p>	<p>Read simple phrases and sentences made up of words with known letter - sound correspondences and, where necessary, a few exception words.</p> <p>Read words matched to their developing phonic knowledge by blending.</p> <p>Spell words by identifying the sounds and then writing the sound with a letter or letters.</p>	<p>Read words matched to their developing phonic knowledge by blending.</p> <p>Write phrases and short sentences with words with known letter-sound correspondences that can be read by others.</p> <p>Re-read what they have written to check it makes sense.</p>
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<p>Write recognisable letters, most of which are correctly formed.          Spell words by identifying sounds in them and representing the sounds with a letter or letters.          Write simple phrases and sentences that can be read by others.</p>				
<p><b><u>Mathematics</u></b>  <b>Number</b>          Have a deep understanding of number to 10, including the composition of each number.          Subitise (recognise quantities without counting) up to 5.          Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  <b>Numerical Patterns</b></p>	<p><b>See Maths LTP</b></p>	<p><b>Autumn 1</b>  <b>Cardinality &amp; Counting</b>          Accurate counting of sets of objects 1-5          NB S1 episodes 9 &amp; 10 (1:1 correspondence, cardinality)          Subitising 1-3          NB S1 episodes 1-4 (introducing 1, 2 and 3)          Numeral Recognition 1-5  <b>Composition</b>          Conceptual subitising - noticing numbers within numbers  <b>Comparison</b>          Compare sets 1-5 using vocab of more / fewer / most /fewest</p>	<p><b>Spring 1</b>  <b>Cardinality &amp; Counting</b>          Counting backwards 10-1 &amp; ordering numbers 10-1  <b>Composition</b>          Systematic approach to partitioning sets of objects 1-5 including part whole model          NB S1 episode 14 (Holes)          Start to learn number bonds 1-5  <b>Comparison</b>          Find 1 less using sets of objects on tens frame and on a number track  <b>Measures</b>          Length  <b>Shape/Space</b></p>	<p><b>Summer 1</b>  <b>Cardinality &amp; Counting</b>          Counting beyond 10 noticing pattern in ones  <b>Composition</b>          Systematic approach to splitting and recombining sets of objects 1-10          Use part whole model and tens frame          Consolidate bonds to 5, 4, 3, 2, 1          Make generalisations          Start to learn some number bonds for 10          NB S2 Episode 13 (Blast Off!)  <b>Measures</b>          Time - sequence of events</p>



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<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		<p><b>Measures</b> Height <b>Pattern</b> Simple AB patterns (complete, copy, make own and spot/correct errors in patterns)</p> <p><b>Autumn 2</b> <b>Cardinality &amp; Counting</b> Accurate counting of sets of objects 1-10 and ordering numbers 1-10 Subitising 1-5 NB S1 episodes 6 &amp; 7 (introducing 4 and 5) <b>Composition</b> Applied conceptual subitising NB S1 episode 11 (Stampolines) Inverse operations - splitting and recombining</p>	<p>Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) <b>Pattern</b> More complex patterns - ABB, ABBC, generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p> <p><b>Spring 2</b> <b>Composition</b> Splitting and recombining sets of objects 6-9 Use part whole model and tens frame NB S2 episodes 1-5 (introducing 6-10) <b>Comparison</b> 1 more/1 less using mental numberline (see Pattern plan) NB S2 episodes 6 &amp; 7 (Just add one &amp; ten green bottles)</p>	<p><b>Shape/Space</b> 3D shapes Properties of shapes <b>Patterns</b> Numerical patterns, odds &amp; evens NB S2 episode 11 (Odds &amp; Evens)</p> <p><b>Summer 2</b> <b>Cardinality &amp; Counting</b> Counting beyond 20 noticing pattern in tens <b>Composition</b> Look at part whole models splitting numbers 1-10 where both parts are the same - learn those not known Link to doubles and halves work in patterns NB S2 episode 9 (Double Trouble) Splitting into more than 2 parts - link to sharing fairly in comparison NB S2 episode 10 (The three threes) <b>Comparison</b> Focus on sharing fairly</p>
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		<p>sets of objects 1-5 including part whole model NB S1 episode 12 (Whole of me)</p> <p><b>Comparison</b> Compare numbers using vocab of more/less Find 1 more using sets of objects on tens frames and on a number track</p> <p><b>Shape/Space</b> 2D shapes and their properties</p> <p><b>Pattern</b> identifying unit of repeat - AB &amp; ABC patterns</p>	<p><b>Measures</b> Mass</p> <p><b>Shape/Space</b> representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p><b>Pattern</b> Numerical Patterns - staircase patterns linked to 1 more/1 less in comparison</p>	<p>NB S2 episode 8 (Counting Sheep)</p> <p><b>Measures</b> Capacity</p> <p><b>Shape/Space</b> Relationships between shapes</p> <p><b>Pattern</b> Symmetry/reflections Numerical patterns doubles and halves</p>
<p><b><u>Understanding the World</u></b> <b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings,</p>	<p>today yesterday a long time ago tomorrow family same different change lives object old new past now</p> <p>Place house home bungalow flats school street path building church shop seaside beach traffic lights bridge zebra crossing tunnel</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Through stories, artefacts, photos)</p> <p>Recognise some environments that are different to the one in which they live. Animals and their babies</p>



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<p>characters and events encountered in books read in class and storytelling.</p> <p><b>People, Cultures and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World</b></p>	<p>roundabout map left right town village hot cold dry wet river mountain desert</p> <p>God Jesus Christianity nativity Christmas Easter special place church prayer believe right wrong belong</p> <p>animal fish birds girl boy human alive food smell touch hear taste see tree petals trunk fruit branch roots leaf/leaves bulb flowers seed stem soil forest</p> <p>names of materials hard glass soft smooth shiny rough dissolve touch waterproof</p> <p>Spring Summer Autumn Winter dark</p>	<p>Festivals &amp; celebrations linked to their own families.</p> <p>Cheshire RE Scheme</p> <p>No outsiders</p> <p>Harvest Halloween Bonfire Night Grandparents visits Remembrance Diwali Christmas Pantomime</p> <p>Seasons</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Festivals &amp; celebrations linked to their own families.</p> <p>Cheshire RE Scheme</p> <p>No Outsiders</p> <p>Chinese New Year Mother's Day Church visit Shrove Tuesday Easter</p> <p>Seasons</p>	<p>Growing plants</p> <p>Father's Day</p> <p>Festivals &amp; celebrations linked to their own families.</p> <p>Eid</p> <p>Cheshire RE Scheme</p> <p>No Outsiders</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
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<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>light day night Moon Sun</p> <p>Earth Moon Sun star planet space magnet loud quiet sound battery power</p> <p>science experiment fair find out explain change predict</p>		<p>Farm visit</p>	<p>Life cycles Hatching butterflies</p>
<p><b><u>Expressive Arts and Design</u></b> <b>Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pencil paper draw painting paint build make print collage model pattern join plan likes dislikes names of equipment</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore work of different Artists.</p> <p>Exploring instruments.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore work of Artists.</p> <p>Sing in a group or on their own,</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore work of Artists.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>



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<p>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>play pretend sounds music tempo volume</p>	<p>Listen attentively to a range of music, move to and talk about music, expressing their feelings and responses.  Develop storylines in their pretend play.  Create collaboratively, sharing ideas, resources and skills.</p>	<p>increasingly matching the pitch and following the melody.  Explore how sounds of instruments can be changed.</p>	<p>Select and use instruments to create own music.</p>
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