

# Pudsey Bolton Royd Primary School

## Nursery Long Term Plan

Planning in Pudsey Bolton Royd Nursery is dynamic and responsive. We use floor books as co-constructed enquiry which are working documents and allow us to move learning forward by planning with the children. They are developed in play as a co-adventure which allows us to support the development of skills and allow opportunities for making conversation, mark making and supporting mathematical skills.

### Pudsey Bolton Royd Primary School - Progression of **Communication and Language**

#### C&L Next Steps



Socially Mindful

Able to Communicate Clearly

Talks about Family

Talks about the World Around Them

Is Creative

| Skill  | Ongoing progression of skills throughout the year   | Observational Checkpoint 4 Years (Development Matters)   |
|--|---|--|
| <b>Listening, Attention and Understanding</b><br> | <ul style="list-style-type: none"> <li>I can follow a simple instruction</li> <li>I can join in with Nursery Rhymes</li> <li>I can actively listen in a small group</li> <li>I can say if I don't understand</li> <li>I can ask for clarification – ask for something to be repeated</li> <li>I understand what, where and who questions</li> </ul>   | <ul style="list-style-type: none"> <li>Is the child using sentences of four to six words? – “I want to play with cars” or “What’s that thing called?”</li> <li>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example, “I like ice cream because it makes my tongue shiver”.</li> <li>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</li> <li>Can the child answer simple ‘why’ questions?</li> </ul> |
| <b>Speaking</b><br>                              | <ul style="list-style-type: none"> <li>I enjoy singing Nursery Rhymes</li> <li>Respond to an adult when spoken to</li> <li>I can talk about myself</li> <li>I am able to continue a conversation with a friend on a subject related to my interests</li> <li>I have the confidence to talk to a ‘talk partner’</li> <li>I can talk in a short sentence that others can understand</li> <li>I can talk about special celebrations at home</li> <li>To be able to use and understand a range of verbs</li> <li>I’m able to answer simple questions (yes/no, what, where, when)</li> <li>I am beginning to use a range of vocabulary in context</li> <li>I can use a full sentence to answer a question – at least scaffolded</li> <li>I can extend a sentence using the word ‘because’</li> </ul> |  |

**Pudsey Bolton Royd Primary School - Progression of Personal, Social and Emotional Development**




**Making Conversation Next Steps**



Chatting with adults



Chatting with peers



Listening to others



Delights in the World of language




| Skill  | Ongoing progression of skills throughout the year   | Observational Checkpoint 4 Years (Development Matters)   |
|--|---|--|
| <b>Self-regulation</b><br>          | <ul style="list-style-type: none"> <li>• I can separate from my main carer</li> <li>• I can distract myself when I'm upset</li> <li>• I am able to select my own activities</li> <li>• I have the confidence try something</li> <li>• I have the confidence to explore other areas in school</li> <li>• I can resolve a conflict</li> <li>• I can have another go if things don't work out straight away</li> <li>• I can reflect on my day and my learning</li> <li>• I can speak to other adults around school</li> <li>• I show an awareness of the feelings of others</li> </ul>  | <ul style="list-style-type: none"> <li>• Does the child play alongside others or do they always want to play alone?</li> <li>• Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</li> <li>• Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</li> <li>• Can the child generally negotiate solutions to conflicts in their play?</li> </ul> |
| <b>Managing self</b><br>           | <ul style="list-style-type: none"> <li>• I can attend to my own toileting needs</li> <li>• I can wash and dry my hands</li> <li>• If I have a toilet accident, I am aware of this and can tell a grown-up</li> <li>• I can put on/take off my own coat</li> <li>• I can hang my coat on my peg</li> <li>• I am able to recognise my own name</li> <li>• I can fasten or attempt to fasten my own coat ***** press studs, buttons, zips??</li> <li>• I am able to put on my waterproofs and wellies and take these off when I have finished *****</li> <li>• I am able to change my own clothes</li> <li>• I'm able to put on my own shoes and socks</li> <li>• I am willing to try a range of food items</li> <li>• I am able to handle and use cutlery in a range of situations</li> </ul> | <ul style="list-style-type: none"> <li>• Most, but not all, children are reliably dry during the day by the age of four. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP</li> </ul>  |
| <b>Building relationships</b><br> | <ul style="list-style-type: none"> <li>• I am able to ask an adult for help</li> <li>• I can take turns in a structured play activity</li> <li>• I can build a relationship with at least one of my peers</li> <li>• I am able to share my achievements with an adult or peer</li> <li>• I can use the I know appropriately to organise myself and my play</li> <li>• I am able to say please and thank you</li> </ul>  |  |

|  |   |   |                                 |                             |   |   |                       |
|--|---|---|---------------------------------|-----------------------------|---|---|-----------------------|
|  |   | <ul style="list-style-type: none"><li>I can show and am beginning to talk about my emotions</li></ul>   |                                 |                             |   |   |                       |
| Pudsey Bolton Royd Primary School - Progression of Physical Development  |   |   |                                 |                             |   |   |                       |
| PD Next Steps – Writing Skills Progression PD  |   |   |                                 |                             |   |   |                       |
| - Upper Body   |   | - Shoulder Pivot  |                                 | - Elbow Pivot               |   | Wrist Pivot                                     |                       |
| PD Next Steps – Fine Motor Progression   |   |   |                                 |                             |   |   |                       |
| Pincer grasp   | Palm Arches In-hand manipulation            | Thumb Opposition  | Finger Isolation                | Knuckle, PIP and DIP joints | Bilateral; Coordination                 | Crossing the Midline                            | Hand-eye coordination |
| Skill  |   | Ongoing progression of skills throughout the year   |                                 |                             |   |   |                       |
| <b>Gross Motor skills</b><br> |   | <ul style="list-style-type: none"><li>I enjoy movement and dance as part of daily exercise</li><li>I enjoy floor play on my tummy and back</li><li>I enjoy belly crawling and creeping</li><li>I can crawl</li><li>I can spin, rock, roll and swing</li><li>I enjoy parachute and lycra games</li><li>I can throw and catch a large ball</li><li>I can kick a ball</li><li>I can recognise the change in my body when I exercise (e.g. faster pumping heart)</li><li>I can cross my arms and legs over to the other side of my body</li></ul>       |                                 |                             |   |   |                       |
| <b>Fine motor</b><br>       |   | <ul style="list-style-type: none"><li>I can manipulate the dough following the adult model during Dough Disco</li><li>I can pick up small items using my thumb and index finger</li><li>I can use my fingers to manipulate and move objects of different sizes</li><li>I can move an object around one hand (start with small objects and move to larger ones)</li><li>I can use my thumb to touch the ends of each of my fingers</li><li>I can move my fingers one at a time</li><li>I can use a pair of scissors to make snips in paper</li></ul> |                                 |                             |   |   |                       |
| Pudsey Bolton Royd Primary School - Program of Study for Literacy  |   |   |                                 |                             |   |   |                       |
| Key Texts to be Shared   | Autumn 1                                    | Autumn 2  | Spring 1                        | Spring 2                    | Summer 1                                | Summer 2  |                       |
|  | We're Going on a Bear Hunt by Michael Rosen | So Much by Trish Cook   | The Gruffalo by Julia Donaldson | Oh Dear by Rod Campbell     | Jasper's Beanstalk by Nick Butterworth. | Handa's Surprise by Eileen Brown.<br><br>**poem |                       |

|   |  |  |  |  |  |                                |                     |                                 |                    |
|---|--|--|--|--|--|--------------------------------|---------------------|---------------------------------|--------------------|
|   | I'm Growing (me!)  | Crackle Spit (bonfire night)                                   | Snow on the Green Grass (Winter)   | Under a Stone (worms)  |  |                                |                     |                                 |                    |
| Literacy Skills Progression   | Sound Discrimination – environmental and instrument sounds<br><br>Gross Motors Skills  | Using Voices to make sounds                                    | Rhyme and Rhythm to include continuing a rhyming string<br><br>Fine Motor Skills | Alliteration   | Oral Blending – Fred talk say the word<br><br>Formation of Letters | Tuning into initial sounds     |                     |                                 |                    |
| Writing Next Steps  |  |  |  |  |  |                                |                     |                                 |                    |
| Gross Motor Control   | Fine Motor Control   | Pen Grip   | Letter Formation   | CVC Writing  | Phrase Writing   | Sentence Writing               | Independent Writing | Capital Letters and Punctuation | Sentence Structure |
| Pencil Grip Progression   |  |  |  |  |  |                                |                     |                                 |                    |
| Whole-hand grasp: using a fist hand   |  | Beginning to use the fingers: no longer using whole-hand grasp |  | Holds pencil between thumb and two fingers: no longer using whole-hand grasp |  | Moving towards the tripod grip |                     | Tripod grip                     |                    |
| Skill   | Ongoing progression of skills throughout the year  |  |  |  |  |                                |                     |                                 |                    |
| Comprehension<br> | <ul style="list-style-type: none"><li>I can answer 'what'</li><li>I am able to understand 'where'</li><li>I am beginning to understand/ answer 'who' questions</li><li>I can retell an event or story (with a focus on three key events)</li><li>I am able to use new words introduced to me in play</li><li>I can join in when singing nursery rhymes</li><li>I enjoy listening to poems</li></ul>  |  |  |  |  |                                |                     |                                 |                    |
| Word Reading<br> | <ul style="list-style-type: none"><li>I enjoy looking at picture books</li><li>I enjoy singing rhymes using clear and audible words</li><li>I can use first, then and next to talk about events or a story</li><li>I am able to identify the characters in a story (who)</li><li>I know that stories have a beginning, middle and end</li><li>I am beginning to hear oral blends in words – I am able to repeat Fred talk and say the word when this is modelled to me</li></ul> |  |  |  |  |                                |                     |                                 |                    |

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|---|--|---------------------------------------|--------------------------------|---|--|---|
| <b>Writing progression</b><br> | <ul style="list-style-type: none"><li>• I can draw a circle.</li><li>• I can draw an anti-clockwise circle</li><li>• I can draw a cross (+)</li><li>• I am beginning to be able to draw a square</li><li>• I can hold a pencil between my thumb and two fingers</li><li>• I can draw with increasing detail</li></ul>  |                                       |                                |   |  |   |
| <b>Pudsey Bolton Royd Primary School – Program of Study for Mathematics</b>                                     |  |                                       |                                |   |  |   |
| <b>Maths Skills to be taught each half term.</b>  | <b>Autumn 1</b>  | <b>Autumn 2</b>                       | <b>Spring 1</b>                | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>                               |
|   | Sings songs with Numbers to 5.   | Represents numbers to 5 using fingers | Recites numbers in order to 10 | Counts up to 3 or 4 objects saying one number name for each of them | Recognises numerals 1-5<br><br>Represents amounts to 5 | Selects the correct numeral to represent 1-5. |
| <b>Skills</b>   | <b>Ongoing progression of skills throughout the year</b>   |                                       |                                |   |  |   |
| <b>Number</b><br>              | <ul style="list-style-type: none"><li>• I am able to sing some number rhymes (5 Little Ducks, 2 Little Dickie Birds, 1,2,3,4,5 Once I caught a Fish Alive)</li><li>• I can count to 5 (and then 10) by rote</li><li>• I am able to represent numbers in a way that I can explain</li><li>• I can count objects, actions and sounds 1:1 to 5</li><li>• I recognise the last number (the stopping number) is the total number in the group.</li><li>• I can subitise amounts to 3</li><li>• I am beginning to recognise numerals to 5.</li><li>• I can use language of size</li><li>• I can sequence three events</li><li>• I can talk about 2D Shapes and 3D shapes using mathematical terms including corner, side, flat and solid</li><li>• I am beginning to recognise one more/less.</li><li>• I can explore weight and Capacity.</li><li>• I understand concepts from Word Aware Set 1</li></ul> |                                       |                                |   |  |   |
| <b>Numerical Patterns</b>   | <ul style="list-style-type: none"><li>• I can continue and copy an AB pattern</li><li>• I am beginning to make my own AB pattern</li><li>• I am beginning to show an interest in doubling, halving, odd and even.</li></ul>  |                                       |                                |   |  |   |

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|---|---|--|---|------------------------------------|---|--|
| <div>Doubles</div> <div>2+2=4</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> |   |  |   |                                    |   |  |
| Pudsey Bolton Royd Primary School – Program of Study for Understanding the World  |   |  |   |                                    |   |  |
| UtW Next Steps  |   |  |   |                                    |   |  |
|   |   |  |   |                                    |   |  |
| Key Events Providing Opportunities for UtW  | Autumn 1  | Autumn 2                                   | Spring 1  | Spring 2                           | Summer 1  | Summer 2   |
|   | Key Events and Changes<br>(opportunities to understand the world around us)   | Settling<br>Harvest<br>Black History Month | Autumn Changes – transition to Winter<br>Diwali<br>World Nursery Rhyme Week<br>Bonfire Night<br>Christmas | Chinese New Year<br>Shrove Tuesday | Spring – New Life<br>Easter<br>Chicks<br>Mother's Day<br>World Book Day | Summer – growing<br>Father's Day<br>Queen's Birthday |
| Skill   | Ongoing progression of skills throughout the year   |  |   |                                    |   |  |
| Past and Present  | <div><div><div>Past</div><div>Present</div></div><div></div></div> <ul style="list-style-type: none"><li>I can talk about my birthday I can talk about special events for my family</li><li>I notice differences between old and new (using stories to link this)</li><li>I can use some everyday language related to time</li><li>I am beginning to show the ability to sequence familiar events</li><li>I can talk about past and present in my own life (e.g. when I was a baby....)</li><li>I am beginning to understand that information can be retrieved from books and computers</li></ul>                                     |  |   |                                    |   |  |
| People, Culture and Communities   | <div><div></div></div> <ul style="list-style-type: none"><li>I'm able to talk about similarities and differences between themselves and their peers</li><li>I'm able to talk about who is part of their family</li><li>I know that everyone has a birthday and to have an understanding of how these are usually celebrated</li><li>I enjoy celebrating and finding out about celebrations from cultures different to my own</li><li>I'm interested in different occupations and can talk about some of these</li><li>I can complete a simple task on a computer</li><li>I know there are different countries in the world</li></ul> |  |   |                                    |   |  |
| The Natural World   | <ul style="list-style-type: none"><li>I can use my senses to explore the world around me</li><li>I show an interest in natural materials</li><li>I show care and concern for living things</li></ul>  |  |   |                                    |   |  |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• I can talk about the key parts of life cycle of a plant and/or animal</li> <li>• I enjoy learning about the world around me, listening to what adults say</li> <li>• I can talk about characteristics of some animals/ minibeasts</li> <li>• I am begin to talk about seasons and how they are different</li> <li>• I am beginning to understand the importance of looking after our environment</li> </ul>  |  |
| <b>Pudsey Bolton Royd Primary School – Program of Study for Expressive Art and Design</b>                                     |   |  |
| <b>EAD Next Steps</b>   |   |  |
| .....   |   |  |
|   | <b>Ongoing progression of skills throughout the year</b>  |  |
| <b>Creating with Materials</b><br>           | <ul style="list-style-type: none"> <li>• I can use glue and tapes to join materials</li> <li>• I can talk about my art work</li> <li>• I can use scissors to make snips in paper</li> <li>• My creations have an end goal</li> <li>• I can copy the effects created by an artist e.g. Kandinsky Circles</li> <li>• I am beginning to use slot, join and fold techniques to join materials</li> <li>• I can use scissors to cut</li> </ul>   |  |
| <b>Being Imaginative and Expressive</b><br> | <ul style="list-style-type: none"> <li>• I can use an object to pretend that it is something else</li> <li>• I can explore colours and colour mixing</li> <li>• I can use small world characters to tell stories</li> <li>• I am able to create my own 'small world' using blocks/Duplo/characters/scrap resources</li> <li>• I enjoy exploring a variety of feels and textures (messy play)</li> <li>• I can confidently sing 5 Nursery Rhymes</li> <li>• To be able to use a variety of materials to express myself</li> <li>• I can play an instrument with control</li> <li>• I can keep a steady beat</li> <li>• I can pretend through role play and Helicopter Stories</li> </ul> |  |