









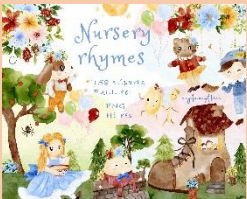
# Manaccan Primary School

Nursery/Reception – LTP 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	What makes me me? 	Why do we celebrate? 	What is up in Space? 	Where in the world am I? 	Who are our superheroes? 	What lives outdoors? 
<b>CoEL</b>  Characteristics of Effective Learning	<b>Lenny Lion's Learning Zoo</b>  <b>Playing and Exploring:</b> Exploring Elephant – I explore and plan my ideas, Go-For-It Gorilla – I try new activities based on my interests, Choosing Chimp - I make independent choices <b>Active Learning:</b> Persevering Parrot – I keep trying, Proud Peacock – I achieve my goals, Analysing Alligator – I am beginning to correct my mistakes by myself <b>Creating and Thinking Critically:</b> Slinky-Linky Snake – I can make links between ideas, Reflecting Rhino – I can check my progress and see how well I'm doing, Creative Chameleon – I have my own ideas					
<b>Other Possible Themes/Possible Children's Interests</b>	Our Local Area Our Families Start of Autumn Our favourite things Harvest	Bonfire Night Remembrance Day Diwali Nursery Rhyme Week Christmas	Valentine's Day Chinese New Year	Pancake Day Easter International Women's Day	Earth Day World Bee Day St George's Day May Day	Holidays Lifeguards Looking after the ocean Local beaches World Ocean day
<b>Theme Coverage Focus &amp; Enrichment Activities</b>	Ourselves All about me Same/different Family photos	Nursery Rhyme Week/ Dress Up Diwali Autumn changes Nativity Performance		Travelling around the world Different cultures and festivals		My local area Parks and woodlands Woodland animals Habitats Hibernation
<b>Communication and Language</b>	Languages at home Talking about ourselves, our families, homes, preferences and	Continue to build up a range of vocabulary for the provision within	Listen to each other for longer periods of time.	Listen to each other for longer periods of time. Begin to ask questions to find	Sustain listening and attention in different situations. Ask and answer questions to find out more	Sustain listening and attention in different situations. Ask and answer questions to find

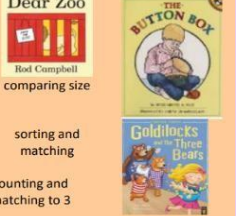
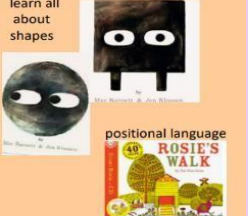
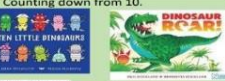

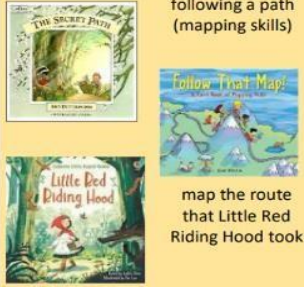

 <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.</p>	<p>friends. Learning new names for friends and staff Daily routines – register, days of the week song, lining up rhyme etc. Learning vocabulary (names) for resources in provision Listening and responding to stories, rhymes and songs.</p>	<p>the classroom and outdoor spaces. Learn new rhymes and songs about Autumn changes and Christmas nativity songs. Listen, and respond in other ways to longer familiar stories such as movement, repeating words etc. Introduce new non-fiction texts New Vocabulary relating to Celebrations, Autumn changes, and Christmas celebrations and traditions.</p>	<p>Begin to ask questions to find out more information. Explore new non-fiction and fiction texts about animals and habitats and imaginary tetxs. Listen, join in and respond to stories rhymes and songs. Build up a range of songs and rhymes to sing/say from recall. New vocabulary relating to woodland animals, habitats and winter changes. Learn new rhymes and songs about woodland animals.</p>	<p>out more information. Listen, join in and respond to stories rhymes and songs. Build up a range of songs and rhymes to sing/say from recall. Explore new non-fiction and fiction texts about animals and habitats weather and countries. New vocabulary relating to woodland animals, habitats weather and seasons.</p>	<p>information and continue conversations. Listen, join in and respond to stories rhymes and songs. Build up a larger range of songs and rhymes to sing/say from recall. Begin to make up your own and rehearse with others. Explore new non-fiction and fiction texts about plants, growing, produce and healthy eating. New vocabulary relating to plants, growing, produce, farming and healthy eating</p>	<p>out more information and continue conversations. Explore new non-fiction and fiction texts about oceans, sea creatures, mythical creatures and pirates. Listen , join in and respond to stories, rhymes and songs. Sing and perform a large range of learnt songs and rhymes from recall. Begin to make up your own and rehearse with others. New vocabulary relating to sea creatures, protecting the environment, oceans and continents</p>
<p><b>Personal, Social and Emotional Development</b> Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, etc.</p> 	<p>Separating from parents/carers Meeting new peers and adults Settling into new routines of school life Toileting, dressing and undressing, washing hands Introducing school and class rules to ensure everyone keeps happy, safe and can learn. Behaviour expectations. Exploring new resources and provision and having a go at new things. Learn about feelings and emotions, name them and recognise how they feel/what they look like. Explore scenarios and how to resolve conflict. Finding ways to share resources, space and attention and take turns. Talk about what we are good at and things that we enjoy doing.</p>	<p>Continue to develop self-help skills for dressing, undressing etc Continue to make new friendships and develop existing ones. Further develop an understanding of a range of emotions and how to deal with conflict. Develop ways to regulate behaviour when emotions and</p>	<p>Continue to develop self-help skills for dressing, undressing etc Continue to make new friendships and develop existing ones Oral hygiene Healthy eating and drinking Continue to develop self help skills for dressing, undressing etc Importance of exercise and staying fit and healthy.</p>	<p>Explore a range of friendships and relationships in different contexts through stories, films and discussions. Identify why and how a friendship works well and what can cause falling out/conflict. Continue to develop the ability to deal with changeling situations. Grow in confidence in new situations.</p>	<p>Naming body parts and what they do Importance of exercise and staying fit and healthy Keeping clean Coping with changes, e.g moving class, new routines etc. Growing up</p>	


	Identify how we are different and celebrate difference.		feelings become overwhelming. Responsibilities and choices. Perseverance			
PSHE - SCARF	Me and My Relationships	Valuing Differences	Keeping safe	Rights and respect	Being My Best	Growing and Changing
<b>Physical Development</b>  Children improve their gross and fine motor skills daily by engaging in different 'Funky Fingers' activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. They also have access to the outdoor area for gross motor skills and regular PE sessions.	Gross Motor Learning to move safely in a space.  Fine Motor Beginning to use a tripod grip when using mark making tools.	Gross Motor Exploring different ways to travel using equipment.  Fine Motor Accurately drawing lines, circles and shapes to draw pictures.	Gross Motor Controlling a ball in different ways. Balancing on a variety of equipment and climbing safely.  Fine Motor Handling scissors, pencils and glue effectively.	Gross Motor Jumping and landing safely from a height.  Fine Motor Using cutlery appropriately.	Gross Motor Moving safely with confidence and imagination, communicating ideas through movement.  Fine Motor Holding scissors correctly and cutting out small shapes.	Gross Motor Play by the rules and develop coordination.  Fine Motor Forming letters correctly using a tripod grip.
	Gross Motor: 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.  Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
<b>Literacy Reading/ Phonics (3 to 4)</b>  (Also see Communication and Language)	Listening and attention: tuning into sounds and auditory discrimination.  I can listen with increased attention to sounds.  I enjoy listening to longer stories and can remember much of what happens.	Rhythm and rhyme  I can sing a large repertoire of songs.  I can remember and sing entire songs.  I know many rhymes. I can talk about familiar books and I can tell a long story.	Rhyme, syllables and alliteration  Introducing RWInc: Fred Talk  I can understand the 5 key concepts about print: -print has meaning -print can have different purposes	RWInc: Fred Talk games  I am developing my phonological awareness so that I can: -spot and suggest rhymes -count or clap syllables in a word recognise words with the same initial sound, such as money and mother.	RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk	Speed Sounds – Set 1 Sounds  Pinny Time Fred Talk  I can engage in extended conversations about stories, learning new vocabulary.

			-we read English text from left to right and top to bottom -the names of the different parts of a book page sequencing.			
<b>Writing ( 3 to 4 )</b>	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use one-handed tools and equipment, for example, making snips in paper with scissors.	I can use a comfortable grip with good control when holding pens and pencils.  I am beginning to show a preference for a dominant hand.	I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy.  I can write some or all of my name.	I can write some letters accurately.
<b>Literacy/Phonics ( R )</b>	Set 1 sounds, letter formation. Writing initial sounds to label words. Begin to write cvc words for simple lists or labelling pictures. Read cvc blending books	Set 1 sounds, letter formation, blending practice. Letter formation, finger spaces, full stops. Continue to develop cvc reading and writing, and have a go at longer words. Lists and labels. Read cvc and cvcc/ccvc words.	Set 1 sounds, letter formation, blending practice, finger spaces. Continue to read and write lists and labels with known sounds (CVC and CCVC/CVCC). Begin to write very short captions. Learn some HFW.	Set 2 sounds, letter formation, finger spaces, full stops. Continue to read and write captions and develop into short simple sentences for a range of purposes. Learn more HFWs.	Set 2 sounds, letter formation, finger spaces, full stops, capital letters. Simple sentences for nonfiction purpose and to re-tell parts of stories. Build up a larger range of HFW.	Set 3 sounds, letter formation, finger spaces, full stops, capital letters. A range of sentences phonetically spelt which includes some correctly spelt HFW.
<b>Weekly Rhymes</b> 	Nursery Rhymes – Twinkle Twinkle Little Star, Wheels on the Bus, Old Mcdonald had a Farm, Wind the Bobbin up, Hickory Dickory Dock	Nursery Rhymes – Baa Baa Black Sheep, 5 Currant Buns, Dingle Dangle Scarecrow, Five Little Firemen, One Little Duck, Row Row Row Your Boat	Nursery Rhymes – Peter Hammers, Incy Wincy Spider, Here is the Beehive, Pat a Cake, 5 Little Peas in a Pea Pod Pressed, Hop Little Bunnies	Nursery Rhymes – How Much is That Doggy in the Window, One potato, Two Potato, Once I caught a Fish Alive, Grand Old Duke of York, Five Monkeys Jumping on the	Nursery Rhymes – Five Little Speckled Frogs, Fingers All, Miss Polly had a Dolly, Five Little Men in a Flying Saucer, I'm a Little Tea Pot, Peter Rabbit	Nursery Rhymes – Monkeys Teasing Mr Crocodile, One, Two Buckle my Shoe, If you're Happy and you Know it, Ten Fat Sausages Goldilocks and the 3 Bears, Ten Green Bottles  Review and recap on favourites

				Bed, Sing a Rainbow		Adapting and editing rhymes Begin to make up your own rhymes
Possible Book Focus'	Each Peach Pear Plum, The Hungry Caterpillar, You Choose, Elmer, The Lion Inside, Puffin Peter	Where's Spot? Brown Bear, Brown Bear, What do you see? Six Dinner Sid, On the Way Home, Shhh! Pumpkin Soup, The Jolly Postman at Christmas	Whatever Next, Goodnight Moon, The Way Back Home, How to Catch a Star, Zim, Zam, Zoom, Mole's Star	Dear Zoo, Hug, Handa's Surprise, Rosie's Walk, Mrs Armitage, Clean Up!	Come on, Daisy! Owl Babies, Farmer Duck, Jack and the Beanstalk, Zog, My Must-Have Mum	We're Going on a Bear Hunt, Jasper's Beanstalk, Hairy Maclary from Donaldson's Dairy, The Train Ride, The Gruffalo, Mr Grumpy's Outing
Mathematics (Nursery) Master the Curriculum 	Colours, Match, Sort	Number 1, Number 2, Pattern	Number 3, Number 4, Number 5	Number 6, Introduce 10 frame, Height and length, Mass, Capacity	Sequencing, Positional Language, More than/Fewer than, 2D shape, 3D Shape	Numbers 1 – 5 revision, What comes after? What comes before? Numbers to 5
Mathematics (R) White Rose 	<b>Numbersense</b>  Match, sort and compare, Talk about measure and patterns	<b>Numbersense</b>  It's me 1, 2, 3, Circles and Triangles, 1, 2, 3, 4, 5, Shapes with 4 sides	<b>Numbersense</b>  Alive in 5, Mass and capacity, Growing 6, 7, 8,	<b>Numbersense</b>  Length, height and time, Building 9 and 10, Explore 3D shapes	<b>Numbersense</b>  To 20 and beyond, How many now? Manipulate, compose and decompose	<b>Numbersense</b>  Sharing and grouping, Visualise, build and map, Make connections



<p>Sample Maths Texts</p>	<p>Dear Zoo Rod Campbell comparing size</p> <p>sorting and matching</p> <p>Counting and matching to 3</p> 	<p>learn all about shapes</p>  <p>positional language</p>	<p>Counting down from 10.</p>  <p>Maths vocabulary related to measure.</p> <p>All about the number 6 and matching numbers.</p>	<p>Ten Seeds Keith Horne</p> <p>A book where there is 1 less seed from 10 as they grow</p>  <p>Jasper's beanstalk - Days of the week and sequencing</p> <p>Cockatoos counting up to 10</p>	<p>One to a Snail Ten to a Crab</p> <p>Subitising, adding, problem solving, beginning multiplication (counting in 10s).</p> <p>positional language, spatial awareness</p>  <p>counting up to 10 and back</p>	<p>THE SECRET PATH</p> <p>following a path (mapping skills)</p>  <p>map the route that Little Red Riding Hood took</p>
<p>Understanding the World</p> 	<p><i>Understanding the World:</i> Special events/celebrations: New school, Children talk about their own experiences with people who are familiar to them through. Babies and Christenings. Simple maps of classroom/school.</p> <p>History: Where is my place in time? All about me: how have I changed since I was a baby?</p> <p><i>Science:</i> Animals including humans</p> <p><i>RE:</i> F4: Being special – where do we belong?</p>	<p><i>Understanding the World:</i> Special events/celebrations: Guy Fawkes night, Children in Need, Anti Bullying Week, Remembrance Day, Diwali, Christmas</p> <p>Geography - What makes where I live special? My home/map work/locality/UK</p> <p><i>Science:</i> Seasonal changes</p> <p><i>RE:</i> F2: Why is Christmas special for Christians?</p>	<p><i>Understanding the World:</i> Remembering recent events – link the Christmas holidays.</p> <p>History: Explorers/Space</p> <p><i>Science:</i> Everyday materials</p>	<p><i>Understanding the World:</i> Special events/celebrations: St. Pirans Day, Easter, Mother's Day, Passover.</p> <p>History: What impact did Henry Trengrouse have on life today?</p> <p><i>Science:</i> Seasonal changes</p> <p><i>RE:</i> F3: Why is Easter special for Christians?</p>	<p><i>Understanding the World:</i> May Day celebrations and the history of May Day.</p> <p>Geography: How can I take responsibility for my world? ON the water/ under the water.</p> <p>History: Are there superheroes living amongst us? E.g. nurses etc</p> <p><i>Science:</i> Seasonal changes Plants</p>	<p><i>Understanding the World:</i> Special events/celebrations: Father's Day, Transition days</p> <p>Geography: What do we know about the wonders beneath us? Rockpools</p> <p><i>Science:</i> Living things and their habitats</p> <p><i>RE:</i> F5: Which places are special and why?</p>

<p>Expressive Arts and Design</p> 	<p>Exploring new materials and craft materials in our classroom. Simple painting with vibrant coloured paint and a variety of brushes. Exploring colouring with crayon, pencil and felt pens. Representing myself with simple materials. Skin tone, hair colour and eye colour. Printing with colour and shape. Christmas craft.</p>		<p>Outdoor learning opportunities—using natural materials, using tools and techniques to cut, drill, thread and assemble. Contrasting black and white materials. Mixing to create grey. Hot and cold colours. Block printing. Using plastercine in replace of play dough to model and sculpt. simple animals/flowers/objects. Scrunching and tearing materials. Easter crafts.</p>		<p>Shades of blue and green. Water colours and water washing. Mixing colours and the colour wheel. Pastel colours. Pattern in nature. Using clay and simple tools to create. Collage</p>	
<p>Art/Design (Links to topic)</p>	<p>Art = Being an artist – Who am I? Portraits.</p>	<p>Design – How can we use recycled materials to make a structure?</p>	<p>Design – axels and wheels</p>	<p>Art - How can we capture a sense of where we live using art? Large scale art using nature and materials.</p>	<p>Art - How can we interpret the variety of our underwater animal kingdom? Paul Klee Fish magic.</p>	<p>Design – Preparing fruit and vegetables</p>