



# Crossens Nursery School



## 3-4 YO Long Term Plan

1. Positive Sense of Self 2. Respect, Care and Kindness 3. Confident Communicators 4. Confident and Independent 5. Love to Learn

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Festivals/ other</b>		Halloween Bonfire night Remembrance Day Diwali Children in Need Christmas	Chinese New Year Pancake day Valentines Day	World Book Day Mother's Day Red Nose Day Easter Eid		Father's Day
<b>Events</b>	Wellbeing Wednesday Little Wanderers – School site, Churchtown shopping, Stray Woods, Post Office to post letter to Santa Fundraiser - Christmas Jamboree		Local community links – food from different countries – international day Visitor to help with gardening in school Andy and Sharon Easter bonnet parade Gifts for mum Author visit Food banks Trip to the farm		Gifts for dad Graduation Transition to school Summer fair	
<b>3-4-year-olds</b>	<b>Marvellous Me!</b>		<b>Caring Crossens Community</b>		<b>Wonderful World</b>	
<b>Essential understanding</b>	Roles, Routines, Responsibilities & Expectations – feeling safe and secure in the school environment, developing independence and confidence, love to learn Building Relationships – respect, care and kindness Keeping Safe & Healthy – communicating own needs and wants Awareness of self and others – emotions, likes, interests and experiences My Fabulous Family – culture and differences, experiences, special family times		Occupations and local facilities – challenge stereotypes, green jobs – eco warriors, scientists, explorers, engineers, inventors – sense of responsibility People who help us/ people we can help – respect, care and kindness, communicating thoughts and feelings Community – similarities and differences, appreciate and value, show care and kindness, understanding their roles within the community. Looking after self and others - where food comes from, importance of variety of food – healthy habits, helping those in need		Places – holidays and places children are from, languages, clothes, food, weather – respect for other cultures – confident communicators Environments – showing curiosity, care and respect Life cycles – humans, animals, and plants Planting and growing – caring for own environment Growth and change in self – aware of own learning and celebrate achievements, independence and confidence, love to learn Climate change/ Sustainability – care for our world – respect, care and kindness Own points of view, reasoning and explaining	



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Areas of Learning and Development Progression			
Each term will begin with a recap of roles, routines, responsibilities and expectations and new children will be supported to build relationships.			
<b>CL</b>	<p><b>Listening and responding</b></p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Use longer sentences of four to six words.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>Recall and use</b></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p><b>Conversational</b></p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
<b>PSED</b>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Show more confidence in new social situations.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk with others to solve conflicts.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>
<b>PD</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>



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	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Use a comfortable grip with good control when holding pens and pencils.
<b>Early Reading (Phonics – L&amp;S phase 1)</b>	Tuning in to sounds, environment, body percussion, instruments	Awareness of alphabet and letters in name, alliteration, and rhyme	Oral blending and segmenting, voice sounds, knowledge of letters and sounds they make
<b>Literacy</b>	Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: print has meaning, the names of the different parts of a book, page sequencing.	Understand the five key concepts about print: print can have different purposes, Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Write some or all of their name.	Understand the five key concepts about print: we read English text from left to right and from top to bottom, Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.
<b>Mathematics</b>	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Compare quantities using language: ‘more than’, ‘fewer than’. Recite numbers past 5. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Combine shapes to make new ones – an arch, a bigger triangle, etc. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Experiment with their own symbols and marks as well as numerals.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Solve real world mathematical problems with numbers up to 5. Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Describe a familiar route. Notice and correct an error in a repeating pattern.
<b>White Rose</b>	One to one counting – model and facilitate saying one number for each object Stable order – saying numbers in order (forwards and backwards) Model and encourage during play	Cardinal – understanding that the final number said represents number of objects in a group Abstract – knowing that anything can be counted Apply to group count during register	Order irrelevance - counting in different ways but number remains the same as nothing has been added or taken away Apply skills learnt in a variety of contexts



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<p><b>UtW</b></p>	<p>Continue developing positive attitudes about the differences between people. Explore how things work. Begin to make sense of their own life-story and family's history. Use all their senses in hands-on exploration of natural materials.</p>	<p>Plant seeds and care for growing plants. Explore collections of materials with similar and/or different properties. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.</p>	<p>Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p><b>EAD</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Explore colour and colour mixing. Listen with increased attention to sounds. Remember and sing entire songs. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Develop their own ideas and then decide which materials to use to express them. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they know. Use drawing to represent ideas like movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match'). Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Join different materials and explore different textures.</p>