

**Coppull Primary School and Nursery**  
**Long term plan 2022-2023– Blossom Class**

**Lessons and learning opportunities will provide engaging experiences and challenges that meet each child’s individual needs, interests, and stage of development.**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Magical Me!</b> Value - Respect.	<b>Colours of the Rainbow</b> <b>Let’s Celebrate!</b> Nursery Rhyme Week Value - Resilience	<b>Into the Woods!</b> Value - Honesty Staying Healthy Week	<b>Are Superhero’s Real?</b> Value - Patience	<b>Our Secret Garden.</b> Value - Happiness National Smile Month	<b>Around the World</b> Value – Kindness
<b>Personal, Social and Emotional Development</b>	<p><b>New Beginnings</b> I know and like to belong to my class/group/school. I know the people in my class/group/school. I know that people in my group/class like me. I can say something that is special about me. Begin to understand that everyone is different. Make healthy choices about food and drink and activities. Independently wash and dry own hands.</p>	<p><b>Relationships / Colour Monsters.</b> I can show and begin to talk about different feelings: happy, sad, anger and missing family. I am beginning to manage my emotions and learn how to calm down. I am beginning to understand that if someone leaves me they can still love me. Talk about my special people / family. Explore the meaning of fair and unfair.</p>	<p><b>Getting On and Falling Out</b> I play with other children by demonstrating friendly behavior, offering cues and initiating conversations. I can say sorry when I have been unkind. I take turns and share with others. I am starting to ask for help when I am stuck. Make healthy choices about food and drink and activities.</p>	<p><b>Good To Be Me.</b> I talk about the things I like doing and the things I don’t like doing. I can tell someone or show how I feel when I am excited. I can say and show you when I am feeling good and happy. I can stay still and quiet for a short time. I can relax with help. Show confidence in asking for help. Make healthy choices about food and drink and activities.</p>	<p><b>Going For Goals.</b> I know that I can do more things now than I could when I was younger. I can say what I want to learn in the future and say what I like or don’t like doing. I know that everyone is good at different things. I confidently try new things in my learning, talk about what I have done and what worked well. I can set myself small goals. I work hard to achieve my goal. Make healthy choices about food, drink and tooth brushing.</p>	<p><b>Changes.</b> I can tell you what I can do now that I couldn’t do when I started nursery. I talk about how I have changed. I can talk about past events and how they made me feel. I am beginning to describe how change makes me feel. I am beginning to know how to help someone who is feeling sad. I help to make positive choices about home and school.</p>
<p><b>Physical Development</b></p> <p>Our daily routine supports children to become increasingly independent in using the bathroom and self-help skills.</p> <p>Dough disco sessions support the children’s fine motor skills.</p>	<p>Experiment with streamers, dancing and large mark making activities to develop gross motor skills. Begin to hold a pencil with a modified tripod grip and use it to make marks, such as lines and circles and pre-writing skills. Develop an awareness of space. Experiments with different ways of moving- Slithering, crawling, shuffling, walking in different directions and running. Putting on our own coats.</p>	<p>Can stand and walk on tiptoe and heels. Develop an awareness of space. Experiment with different ways of moving with a focus on jumping. Experiments with different ways of moving to music. Begin to hold a pencil with a modified tripod grasp and use it to make marks, such as patterns and pre-writing skills. Use one-handed tools and equipment. Scissor skills – holding them correctly, open and close them to make snips in paper. Begin to learn to fasten zips on our coats. Ride a tricycle using the pedals. Confidently use a fork.</p>	<p>Different ways of moving with a focus on hopping and balancing. Bounce a ball and catch it. Climbs up climbing equipment using alternate feet. Walks down steps two feet at a time while carrying a small object. Begin to hold a pencil with a modified tripod grasp / tripod grip and use it to make marks, such as more complex patterns and pre-writing skills. Take turns and follow simple instructions linked to games. Develop vocab to describe and compare movements. Use scissors to cut straight lines Begin to learn to fasten zips. Ride on a scooter. Confidently use a fork. Remembers and joins in a simple whole class dance routine.</p>	<p>Different ways of moving with a focus on skipping. Throw and catch my own ball. Experiments with different ways of moving using large equipment. Explore games that support under arm throwing skills. Play physical games with simple rules. Beginning to hold writing tools with a tripod grip and use it with good control. Using scissors to cut out complex shapes and change the shape of different materials. Use a knife for spreading and cutting. Ride a small balance bike with confidence. Dresses with help.</p>	<p>Throw and catch a large ball with friends. Explore games that support over arm throwing skills. Develop hopping and skipping skills. Jump off a low step and land confidently. Begin to make up our own group or team games using our past knowledge of rules. Produce letters which are appropriately formed using a tripod grip. Collaborate with others to manage large items of equipment, building, moving resources etc. Be increasingly independent when getting dressed or undressed. Become independent when using a knife and fork at meal times. Confidently joins in with a more complex dance routine.</p>	<p>Confidently introduce our imaginary games as a group or through team games using previous knowledge of rules, being fair and sharing. Shows confidence with the five fundamental movement skills. Experiments with different ways of moving when completing more complex activities. Show more control while developing under or over arm throwing skills. Produce letters which are appropriately formed using a tripod grip. Independently get dressed or undressed.</p>

<p><b>Communication &amp; Language</b></p> <p>WellComm will support the children's speech and language development.</p> <p>Our daily experiences and lessons will support children to build vocabulary that reflects the depth of their experiences.</p> <p>Daily music sessions will support children to sing a large repertoire of songs.</p>	<p>Listens to others with increasing attention. Listens to stories and poems. Can talk about personal experiences using a range of past tenses. Use language or actions to express individual points of view. Uses the connective words 'and', 'or'. Begin to understand and answer 'what', 'who', 'where' using simple sentences. Follow directions and instructions. Use sentences of at least three words. Start a conversation with an adult or friends.</p>	<p>Focuses attention for longer periods of time. Listens to stories and poems. Can talk about personal experiences using a range of past tenses. Use language or actions to express individual points of view. Uses the connective words 'and', 'or'. Understands and answers 'what', 'who', 'where' using more complex sentences. Follow directions and instructions. Use sentences of at least three words. Start a conversation with an adult or friends and reply to what is being said.</p>	<p>Focuses attention for teaching lessons. Listens to longer stories and remembers much of what happens. Joins in with repeated refrains. Develop communication skills using irregular tenses and plurals. Uses the connective word 'because'. Use an increasing amount of language to express individual points of view. Confidently answers 'what', 'who', 'where'. Follow more complex directions and instructions. Start a conversation with an adult or friends and continue it for many turns. Use talk to organise themselves and their imaginary play.</p>	<p>Focuses attention for teaching lessons. Listens to longer stories and remembers much of what happens. Joins in with repeated refrains and anticipates key events, phrases in rhymes and stories. Develop communication skills using irregular tenses and plurals. Uses the connective word 'because'. Use an increasing amount of language to express individual point of view and debate when they disagree with an adult or their friends. Begin to understand and answer 'why' and 'how' questions using simple sentences. Use talk to organise themselves and their imaginary play. Uses talk to explain ideas, explain what is happening.</p>	<p>Focuses attention during longer teaching lessons. Joins in with repeated refrains and anticipates key events, phrases in rhymes and stories. Talk about familiar books and be able to tell a long story. Understands and answers 'why' and 'how' questions using more complex sentences. Uses the connective words 'and', 'or', 'because'. Use an increasing amount of language to express individual point of view and debate when they disagree with an adult or their friends. Uses a wide range of vocabulary. Asks what, where, why, when questions. Use longer sentences of six words. Uses talk to explain ideas, explain what is happening and what might happen next.</p>	<p>Focuses attention during longer teaching lessons. Joins in with repeated refrains and anticipates key events, phrases in rhymes and stories. Talk about familiar books and be able to tell a long story. Join in at group time by putting up hand and waiting their turn to talk. Uses a wide range of vocabulary. Confidently answers 'why' and 'how' questions. Asks what, where, why, when questions. Use longer sentences of six words. Uses talk to explain ideas, explain what is happening and what might happen next.</p>
<p><b>Literacy</b></p> <p>Our daily literacy lessons support children to learn that English texts are read from left to right and top to bottom.</p> <p><b>Phase 1 phonics</b></p> <p><b>Aspect 1</b> Environmental sounds</p> <p><b>Aspect 2</b> Instrumental sounds</p> <p><b>Aspect 3</b> Body percussion</p> <p><b>Aspect 4</b> Rhythm and rhyme</p> <p><b>Aspect 5</b> Alliteration</p> <p><b>Aspect 6</b> Voice sounds</p> <p><b>Aspect 7</b> Oral blending and segmenting</p>	<p><b>Poetry Basket - A Basket of Apples.</b> Distinguishes and ascribes meaning to their own marks when drawing, writing or painting. Attempts to write their name using lines, circles, curves or letter type shapes. Handles books with care. Holds the book the correct way round and turns pages one at a time. Name parts of a book – Front cover and title. Listens to stories and poems. Understand that print has meaning <b>Daily phonics lesson.</b> Recognising sounds in their environment, instrumental sounds and body percussion.</p>	<p><b>Poetry Basket - Leaves are Falling &amp; Carrot Nose.</b> Shows an awareness of rhyme through songs and rhymes. Distinguishes and ascribes meaning to their own marks when drawing, writing or painting. Attempts to write their name using lines, circles, curves or letter type shapes. Name parts of a book – back cover / blurb. Listens to stories and poems. Joins in with repeated phrases in rhymes, stories and poems. Talks about the characters in stories. Begin to be aware that print can have different purposes. <b>Daily phonics lesson.</b> Recognising sounds in their environment, instrumental sounds and body percussion.</p>	<p><b>Poetry Basket – Furry, Furry Squirrel</b> Shows an awareness of rhyme through songs and rhymes. Write some or all of their name. Recognise own name. Recognises and talks about familiar signs. Names parts of a book – spine. Listens to stories and poems with increasing attention and recall. Joins in with repeated phrases in rhymes, stories and poems. Talks about events and settings in stories. Talk about the different print we see in the world around us. <b>Daily phonics lesson.</b> Hearing and saying the initial sounds in words.</p>	<p><b>Poetry Basket - A Little Seed</b> Develop an understanding of rhyme. Shows an awareness of alliteration. Write some or all of their name. Use their knowledge of print and letters to extend early writing skills. Recognises and talks about familiar signs. Names parts of a book page number. Listens to stories and poems with increasing attention and recall. Joins in with repeated refrains and anticipates key events, phrases in rhymes and stories. Talks about events, principle characters and settings in stories and suggest how a story might end. <b>Daily phonics lesson.</b> Hearing and saying the initial sounds in words. Counting or clapping syllables in a word.</p>	<p><b>Poetry Basket - A Little Shell</b> Recognises rhyme in spoken words and poems. Develop an understanding of alliteration. Write some letters accurately. Use their knowledge of print and letters to extend early writing skills. Joins in with repeated refrains and anticipates key events, phrases in rhymes and stories. Engage in extended conversations about stories, learning new vocabulary. Become familiar with authors and illustrator's Page sequencing – Begins to be aware of how stories are structured and tells their own stories. <b>Daily phonics lesson.</b> Alliteration, rhyme and beginning to blend sounds. Count or clap syllables in a word.</p>	<p><b>Poetry Basket - Monkey Babies</b> Recognises rhyme in spoken words and poems. Write some letters accurately. Use their knowledge of print and letters to extend early writing skills. Joins in with repeated refrains and anticipates key events, phrases in rhymes and stories. Engage in extended conversations about stories, learning new vocabulary. Page sequencing – Begins to be aware of how stories are structured and tells their own stories. Become familiar with authors and illustrator's <b>Daily phonics lesson.</b> Alliteration, rhyme, blending sounds and orally segmenting simple words.</p>

<p><b>Mathematics</b></p>	<p>To sort objects into two or more groups by colour, size, object, shape or pattern. <b>Shape</b> – To select, name and describe a circle.</p> <p><b>Understand the concept of 1.</b> Show ‘finger numbers’ to 1 and beyond. Fast recognition (Subitising) See when there is 1 item. Accurately count out 1 objects from a larger group of objects. To match quantity to numeral up to 1. Know that 1 can represent actions as well as physical objects. Represent 1 on a 5 frame. Experiment with their own symbols as well as numerals to represent different numbers. Join in with singing number songs</p>	<p>Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Talk about and identify the different patterns.</p> <p><b>Understand the concept of 2.</b> Show ‘finger numbers’ to 2 and beyond. Fast recognition (Subitising) See when there is 2 items. Accurately count out 2 objects from a larger group of objects by saying one number for each object. Match quantities to a numeral up to 2. Know that 2 can represent actions as well as physical objects. Compare quantities using the correct vocabulary such as more / most / less / / least / fewer. Represent 2 on a 5 frame. Experiment with their own symbols as well as numerals to represent different numbers. Begin to describe a sequence of events, real or fictional, using words such as ‘morning’, ‘afternoon’, ‘evening’ and ‘night time’, Join in with singing number songs.</p>	<p>Understand positional language through actions. Showing understanding of positional language through the use of words. Make comparisons between objects relating to length and height. Make comparisons between objects relating to weight and capacity. <b>Shape</b> – To select, name and describe a triangle.</p> <p><b>Understand the concept of 3.</b> Show ‘finger numbers’ to 3 and beyond. Fast recognition (Subitising) See when there is 3 items. Accurately count out 3 objects from a larger group of objects by saying one number for each object. Match quantities to a numeral up to 3. Know that 3 can represent actions as well as physical objects. Compare quantities using the correct vocabulary such as more / most / less / / least / fewer. Represent 3 on a 5 frame. Count to 6 and beyond. Experiment with their own symbols as well as numerals to represent different numbers. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then, after, before’.</p>	<p>Describe a familiar route using the language of directions. Talk about familiar routes and locations. Select shapes appropriately <b>Shape</b> – To select, name and describe a square and rectangle.</p> <p><b>Understand the concept of 4.</b> Show ‘finger numbers’ to 4 and beyond. Fast recognition (Subitising) See when there is 4 items. Accurately count out 4 objects from a larger group of objects by saying one number for each object. Match quantities to a numeral up to 4. Know that 4 can represent actions as well as physical objects. Compare quantities using the correct vocabulary such as more / most / less / / least / fewer. Represent 4 on a 5 frame. Experiment with their own symbols as well as numerals to represent different numbers. Count to 6 and beyond. To know that a single object can be split onto similar sized parts and then recombined to make the whole. Forms numbers correctly (0-4) or beyond. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then, after, before’.</p>	<p>Make comparisons between objects relating to length and height. <b>Shape</b> - Explore different 2D and 3D shapes using the correct mathematical language to name and describe them. Combine shapes to make new ones. Sort shapes according to whether they have corners or not.</p> <p><b>Understand the concept of 5.</b> Show ‘finger numbers’ to 5 and beyond. Fast recognition (Subitising) See when there is 5 items. Accurately count out 5 objects from a larger group of objects by saying one number for each object. Match quantities to a numeral up to 5. Know that 5 can represent actions as well as physical objects. Compare quantities using the correct vocabulary such as more / most / less / / least / fewer. Represent 5 on a 5 frame or 10’s frames. Forms numbers correctly (0-5) or beyond. Independently count to 10 and beyond. To know that a single object can be split onto similar sized parts and then recombined to make the whole. Counting back in 1’s from 5.</p>	<p><b>Shape</b> - Explore 3D shapes using the correct mathematical language to name and describe them.</p> <p><b>Understand the concept of 6.</b> Show ‘finger numbers’ to 6 and beyond. Fast recognition (Subitising) See when there is 6 items. Accurately count out 6 objects from a larger group of objects by saying one number for each object. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Match quantities to a numeral up to 6 or beyond. Know that 6 can represent actions as well as physical objects. Represent 6 on 10’s frames. Forms numbers correctly (0-5) or beyond. Independently count to 10 and beyond Solve real world mathematical problems with numbers to 5. Counting back in 1’s from 10</p>
<p><b>Understanding of the World</b></p> <p><b>Throughout the year children will have many opportunities to use all their senses in hands-on</b></p>	<p>Begin to make sense of their own life-story and family’s history. Develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Begin to make sense of their own life-story and family’s history. Develop positive attitudes about the differences between people. Plants seeds and care for growing plants. Understand key features of the life cycle of a plant.</p>	<p>Plants seeds and care for growing plants. Understand key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. Uses pipes, funnels and other tools to transport water, sand</p>	<p>Begin to make sense of their own life-story and family’s history. Shows interest in different occupations. Understand key features of the life cycle of a plant. Develop positive attitudes about the differences between people.</p>	<p>Begin to make sense of their own life-story and family’s history. Plants seeds and care for growing plants. Understand key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Begin to make sense of their own life-story and family’s history. Develop positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things.</p>

<p><b>exploration of natural materials. This includes materials with similar and different properties.</b></p>	<p>Explore how things work. Talk about the differences in materials and the changes they notice. Use a wide range of vocabulary to talk about what you see. <b>E-safety-</b> I can ask to use / explore technology devises and handle them with care. <b>Programming</b> – Using remote controls to operate different devices.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work. Talk about the differences in materials and the changes they notice. Use a wide range of vocabulary to talk about what you see. <b>Technology in our lives-</b> Recognise a range of digital devices. <b>E-safety-</b> Talk about how to operate technology devises. <b>Handling data</b> – Sort familiar objects into 2 or more categories.</p>	<p>or other resources from one place to another. Explore how things work. Talk about the differences in materials and the changes they notice. Explore collections of materials with similar and different properties. Use a wide range of vocabulary to talk about what you see. Explore and talk about different forces we can feel. <b>Multimedia</b> - Uses a range of technological resources including a mouse, interactive board or I-pad to select age appropriate software. <b>E-safety-</b> Confidently talk about aspects of safety. Being kind to friends.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen n photos. Explore how things work. Talk about the differences in materials and the changes they notice. Explore collections of materials with similar and different properties. Use a wide range of vocabulary to talk about what you see. <b>Programming</b> – repeat actions with technology to trigger specific actions and recognise the success or failure of an action. <b>Multimedia</b> – Use a mouse to draw simple shapes.</p>	<p>Explore how things work. Talk about the differences in materials and the changes they notice. Explore collections of materials with similar and different properties. Use a wide range of vocabulary to talk about what you see. <b>Multimedia</b> – Use a mouse to draw more detailed pictures. <b>Technology in our lives-</b> Understands that information can be retrieved from a digital device.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen n photos. Explore how things work. Talk about the differences in materials and the changes they notice. Use a wide range of vocabulary to talk about what you see. <b>Handling data</b> –Access content in a range of formats E.G images, audio or video. <b>Technology in our lives-</b> confidently interacts with and uses age appropriate digital devices. <b>Technology in our lives-</b> Understands that information can be retrieved from a digital device.</p>
<p><b>Expressive Art and Design</b></p> <p><b>Throughout the year children will be exposed to the work of different artists and craftspeople.</b></p>	<p>Develop 2D techniques through a range of mark making resources. Explores different materials freely, in order to develop their ideas about how to use them and what to make. Learn how to use glue sticks. Explore with colour. Draw with increasing complexity and detail. Constructs by making enclosures and creating spaces using construction resources. Engages in pretend play, using objects to represent their own ideas. Listen with increased attention to sounds. Sings familiar songs.</p>	<p>Explores different materials freely, in order to develop their ideas about how to use them and what to make. How to use PVA glue and sticks. Explores with colour mixing. Draw with increasing complexity and detail. Beginning to show different emotions in their drawings and paintings. Engages in pretend play, using objects to represent their own ideas. Sings new and unfamiliar songs. Play instruments with increasing control to express their feelings and ideas</p>	<p>Joins different materials together to build, balance and create 3D models Develop 2D techniques explored in Autumn Term How to safely use the tape dispensers and join two pieces of materials together. Begin to explore and describe the texture of things. Draw with increasing complexity and detail. Shows different emotions in their drawings and paintings. Constructs by making enclosures and creating spaces using large construction resources. Begin to develop complex stories Remember and sing entire songs. Taps out simple repeated rhythms.</p>	<p>Joins different materials together to build, balance and create 3D models Builds and creates with a purpose in mind. How to safely use the tape dispensers and join two pieces of materials together confidently. Uses two or three words to describe the texture of things. Draw with increasing complexity and detail. Use drawing to represent ideas like movement or noises. Begin to develop complex stories using small world resources. Learn to sing and perform new songs. Sing the pitch of a tone sung by another person ('pitch match')</p>	<p>Develop own creative ideas and then decide which materials to use to express them. Making a model stronger and improving our models. Use four or more words to describe the texture of objects. Draw with increasing complexity and detail. Make imaginative and complex 'small worlds' using blocks construction kits and other natural resources. Sing the melodic shape (such as up and down, down and up) of familiar songs.</p>	<p>Become secure in the creative techniques learnt throughout the year. Uses a range of techniques to build, construct and model using our own ideas. Draw with increasing complexity and detail. Make imaginative and complex 'small worlds' using blocks construction kits and other natural resources. Creating our own songs, or improvise a song around one they know.</p>
<p><b>Trips and parental engagement days.</b></p>	<p><b>Parent stay and play session.</b></p>		<p><b>Parent stay and play session.</b></p>	<p><b>Captain Dan Tastic Superhero educational visit into nursery. Visitors to Nursery linked to our community.</b></p>	<p><b>Parent stay and play session</b></p>	<p><b>Sports week.</b></p>