



# The Woodlands Primary Nursery Annual Plan 2021-2022



<i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>Autumn 1 All About Me!</b>	<b>Autumn 2 All Creatures Great and Small</b>	<b>Spring 1 Traditional Tales</b>
<b>Communication and Language</b>	Natural gestures and/or signing alongside speech Encourage repetitive actions/phrases through songs/rhymes/stories Develop routine, how well do children follow simple instructions/ nonverbal cues Introduce, remodel & extend vocabulary Opportunities to talk about family	Use percussion instruments to take turns Encourage young children to explore and imitate sound Use pictures, books, real objects alongside words Build vocabulary by giving choices, e.g. apple or satsuma? Explore action words Model simple questions	Talk about the different sounds they hear, learning new words to describe sounds, games that involve guessing which object makes a particular sound Uses language to share feelings, experiences and thoughts Model symbolic role play Simple Concepts explore unfamiliar words and concepts through stories
<b>Physical Development</b>	Sits up from lying down, stands up from sitting and squats with steadiness rises to feet without using hands Sits comfortably on a chair with both feet on the ground Runs safely on whole foot Moves in response to music, or rhythms played on instruments such as drums or shakers 3 hours each day of exercise, moderate- to vigorous-intensity physical activity Developing independence in self-care/toileting	Jumps up into the air with both feet leaving the floor and can jump forward a small distance Walk, run and climb on different levels Understand and choose different ways of moving Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Increasing independence taking off coats toileting/washing hands Introduce Daily Dough Disco	Climbs up and down stairs by placing both feet on each step while holding a handrail for support Uses wheeled toys with increasing skill May be beginning to show preference for dominant hand Turns pages in a book Shows increasing control in holding, using and tools Holds mark-making tools with thumb and all fingers Begins to recognise danger, seek support Work towards consistent, daily pattern in relation to eating, toileting, hygiene & health
<b>Personal, Social and Emotional Development</b>	Support separating from main carer Build relationships Model interactions Turn Taking Getting to know routines/ routine care events/hygiene for good health transitions Developing Class Rules Name play, getting to know each other Acknowledging feelings Developing independence Who am I, what do I like, my family,	Independently explore from a secure base (key person) Develop friendships Explore new situations experiences Begin to identify how they are feeling Begin to become more independent during routine care events Sense of self - What does Christmas look like in my family, develop confidence to talk in key group	Respond to increasing independence & develop sense of responsibility Increase the range of resources and challenge Talk about how they and others are feeling Increasingly follow rules Play actively with one or more children Teach ways of solving conflicts Explore importance of eating healthily and brushing their teeth.

<b>Literacy</b>	Begins to join in with actions and sounds in songs, rhymes and stories Repeats and uses actions, words or phrases from familiar stories Claps along with songs and rhymes Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Phase 1 - Sound Discrimination	Fills in the missing word or phrase in a known rhyme, story Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Helicopter Stories: Recap Stage 1: Introduce story acting and move onto Stage 2: Introduce Story Scribing Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs Listens to and joins in with stories and poems Joins in with repeated refrains Makes up stories, play scenarios, and drawings in response to experiences (Helicopter Stories) Helicopter Stories: Stage 3 Scribing Stories in & around Nursery  Sometimes gives meaning to their drawings and paintings
<b>Phonics</b>	Phase 1 - Sound Discrimination	Phase 1 Letters & Sounds - Sound Discrimination + Rhythm & Rhyme	Phase 1 Letters & Sounds - Rhythm & Rhyme + Alliteration Bug Club Phase 1: Unit A
<b>Mathematics</b>	Opportunities for settling in, introducing the areas of provision and getting to know the children. Number Songs Teach children to recognise and name colours in a variety of contexts Recognise when objects are and are not the same colour Children learn that collections can be sorted into sets based on attributes such as colour, size or shape.	Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. Children learn that objects can be compared and ordered according to their size. More specific language such as tall, long, short can also be introduced. Copy, continue and create their own patterns.	Identify representations of 1, 2, 3. Subitise or count to find out how many match the number names to quantities and numerals for 1,2,3 touch count in different arrangements using language to describe length and height move on to finding objects that are longer/shorter than a given item. Children count on and back to 4.
<b>Understanding the World</b>	Small world toys – Looking at rooms in your house Naming body parts Similarities and differences in people Postman Occupation Talking about people in their families <u>Exploring Autumn - garlands galore</u>	Exploring Autumn Insects - Comments on the natural world e.g. spider facts Technology - Bee bots Describe special times e.g. Christmas	Chinese New year Change of state – cooking relating to traditional stories e.g. porridge, ginger bread Pushing / pulling Floating / sinking
<b>Expressive Arts and Design</b>	Singing nursery rhymes Playing ring games Building towers Exploring colours Acting out past experiences such as making dinner	Singing Nursery rhymes Moving to music Experimenting with building horizontally / vertically Exploring textures	Experimenting with musical instruments Building bridges Describing textures Experimenting and exploring art work

<i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Spring 2 Exploring Nature	Summer 1 Going on a Journey	Summer 2 Summer Fun!
<b>Communication and Language</b>	Use a wider range of vocabulary. Understand a question or instruction that has two parts Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks Encourage children to talk about what is happening and give their own ideas Encourage them to ask questions.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a rich range of vocabulary when telling their own stories and when acting these out Develop pronunciation, begin to develop understanding of tenses and plurals, recast ungrammatical forms	Use longer sentences of four to six words 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play shift from one task to another if you fully obtain their attention
<b>Physical Development</b>	Climb stairs, steps and move across climbing equipment using alternate feet. Maintain balance using hands and body to stabilise Walk down steps or slopes whilst carrying a small object Run with spatial awareness and negotiates space & adjust speed or direction to avoid obstacles Say when hungry or tired, when they want to rest or play Observe and describe the effects of physical activity on their bodies, name parts of the body	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Attend to toileting needs most of the time themselves Wash and dry hands effectively	Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools in one hand Independent toileting, managing hygiene & know why important
<b>Personal, Social and Emotional Development</b>	Further resource and enrich their play based on their interests Involve children in making decisions about resources/room layout Teach calming strategies, mindfulness Be increasingly independent in meeting their own care needs Healthy choices Explore keeping active	Shows empathy and concern for people who are special to them Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Develop an understanding and interest in differences of gender, ethnicity and ability Show a sense of autonomy through their ideas and preferences	Give children appropriate tasks Become more outgoing to unfamiliar people More confident in new social situations Find solutions to conflicts independently Experiment with their own and other people's views of who they are through their play learn that actions have consequences
<b>Literacy</b>	Anticipates key events and phrases in rhymes and stories Begin to be aware of how stories are structured Begin to tell their own stories (helicopter stories) Helicopter Stories: Stage 3 Scribbling Stories in & around Nursery Include mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and print, looks at books independently and recognise own name Helicopter Stories: Stage 4 Objects & Props Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Handles books and touch screen technology carefully and the correct way up with growing competence Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words Helicopter Stories: A celebration of all our stories Write their own name

<b>Phonics</b>	Phase 1 Letters & Sounds - Rhythm & Rhyme, Alliteration & Voice Sounds Bug Club Phase 1: Unit B	Phase 1 Letters & Sounds - Oral Blending & Segmenting Bug Club Phase 1: Unit C	Phase 1 Letters & Sounds - Oral Blending & Segmenting Bug Club Phase 1: Unit C
<b>Mathematics</b>	As Spring 1 + Explore weight Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones heavy, heavier than, heaviest, light, lighter than, lightest	Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame. Explore length and height Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower Explore 2D shapes	Children talk about night and day and order key events in their daily routines  Explore Capacity Full/Empty/Half Full  Language of position and direction; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i> Children also need opportunities to use terms which are relative: <i>'in front of', 'behind', 'on top of'</i>
<b>Understanding the World</b>	Using senses to explore plants eg. herbs Compare different natural materials Plant seeds and begin to learn about the life cycles of plants Caring for the natural world Exploring us1 Parts of our body Movement algorithms	Explore different countries and talk the differences Talk about places they have visited with their families Different transport and how they work What is a boat? On board role play	Comparing the properties of different materials Colour Collections Pushing / pulling Floating / sinking
<b>Expressive Arts and Design</b>	Singing songs Drawing and painting plants looking at colours	Junk modelling – vehicles, making a rocket ship Action songs Exploring materials and textures Constructing with a purpose in mind	Using senses to explore materials and textures Exploring how colours can be changed Exploring natural objects Movement to music