



The Woodlands Primary Nursery Annual Plan 2023-2024



<p><i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>Autumn 1 All About Me!</p>	<p>Autumn 2 Funky Festivals</p>	<p>Spring 1 Traditional Tales</p>
<p>Communication and Language</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Physical Development</p>	<p>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</p>	<p>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/Story dough Introduction to PE Unit 1 Physical: moving safely, running, jumping, throwing, catching, following a path Social: sharing, leadership Emotional: perseverance, confidence Thinking: decision making, selecting and applying actions</p>	<p>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 Dance Unit 1 Physical: travelling, copying and performing actions, coordination Social: respect, cooperating with others Emotional: working independently, confidence Thinking: counting, observing and providing feedback, selecting and applying actions</p>

<p>Personal, Social and Emotional Development</p>	<p>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, Attention Bucket</p>	<p>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</p>	<p>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 the importance of eating healthily and brushing their teeth.</p>
<p>Literacy</p>	<p>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 Enjoys the sensory experience of making marks Distinguishes between the different marks they make</p>	<p>Fills in the missing word or phrase in a known rhyme, story Develop interests in books, stories and rhymes Begins to recognise own name Continues to recognise familiar logos from children's popular culture, commercial print or icons for apps Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs Listens to and joins in with stories and poems Begin to order story events Joins in with repeated refrains Makes up stories, play scenarios, and drawings in response to experiences Sometimes gives meaning to their drawings and paintings</p>
<p>Phonics</p>	<p>Bug Club Alphabet Song Phase 1 - Aspect 1: Sound Discrimination (Environmental)</p>	<p>Bug Club Alphabet Song Phase 1 Aspect 1 and 2: Sound Discrimination (Environmental and Instrumental) Aspect 3: Body Percussion</p>	<p>Bug Club Alphabet Song Phase 1 - Aspect 1 and 2 recap Aspect 3: Body Percussion Aspect 4: Rhythm and Rhyme</p>
<p>Mathematics</p>	<p>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</p>	<p>Number 1 • Subitising • Counting • Numeral Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes Number 2</p>	<p>Number 3 Subitising Subitising Subitising Number 3 3 Little pigs 1:1 counting Numerals/Triangles Number 4 1:1 counting Numerals Squares/rectangles</p>

	<p>Colours</p> <ul style="list-style-type: none"> • Red • Blue • Yellow <p>Colours</p> <ul style="list-style-type: none"> • Green • Purple • Mix of colours <p>Match</p> <ul style="list-style-type: none"> • Buttons and colours • Matching towers • Matching shoes <p>Match</p> <ul style="list-style-type: none"> • Match number shapes • Match shapes • Pattern handprints – big and small <p>Sort</p> <ul style="list-style-type: none"> • Colour • Size • Shape <p>Sort</p> <ul style="list-style-type: none"> • What do you notice? • Guess the rule • Guess the rule <p>Number 1</p> <ul style="list-style-type: none"> • Subitising • Counting • Numeral 	<ul style="list-style-type: none"> • Counting • Numeral • Numeral <p>Pattern</p> <ul style="list-style-type: none"> • Extend AB Colour patterns • Extend AB Outdoor Patterns <ul style="list-style-type: none"> • AB Movement Patterns <p>Fix my Pattern</p> <ul style="list-style-type: none"> • Extend ABC Colour patterns • Extend ABC Outdoor Patterns <p>Consolidation Activities - Winter activity week</p>	<p>Number 4 Composition of 4 Composition of 4 Composition of 4 Number 5 1:1 counting Numerals Pentagon Number 5 Composition of 5 Composition of 5 Composition of 5</p>
Understanding the World	<p>Small world toys – Looking at rooms in your house Naming body parts Similarities and differences in people Postman Occupations Talking about people in their families Explore Autumn Garlands Galore Exploring us Parts of our body Movement</p>	<p>Exploring Autumn Recognises and describes special times or events for family or friends e.g. christmas, birthdays and celebrations Begin to make sense of their own life-story and family's history. Talk about what they see, using a wide vocabulary. Continue to 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>Explore Winter Scarves for snowmen Chinese New year Change of state – cooking relating to tractional stories e.g. porridge, ginger bread</p>
Expressive Arts and Design	<p>Singing nursery rhymes Playing ring games Building towers Exploring colours</p>	<p>Singing Nursery rhymes Moving to music Experimenting with building horizontally / vertically Exploring textures Play instruments with increasing control to express their feelings and ideas.</p>	<p>Experimenting with musical instruments Building bridges Describing textures Experimenting and exploring art work Singing Nursery Rhymes and songs Making masks and puppets - 'goldilocks and the three bears', 'two little dicky birds', 'three little pigs', gingerbread man'.</p>

	Acting out past experiences such as making dinner		Using body percussion - rhythm Tracing and making shapes/objects Building houses - what material would be the best?
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<i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Spring 2 Our World	Summer 1 Out of this world	Summer 2 Summer Spectacular
Communication and Language	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
Physical Development	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	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

	<p>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</p> <p>Fundamentals Unit 1 Physical: balancing, running, jumping, changing direction, hopping, travelling Social: working safely, responsibility, helping others Emotional: honesty, challenging myself, determination Thinking: decision making, selecting and applying actions, using tactics</p>	<p>Gymnastics Unit 1 Physical: shapes, balances, jumps, rocking, rolling, travelling Social: taking turns, co-operation, communication Emotional: confidence, determination Thinking: selecting and applying skills, creating sequences</p>	<p>Independent toileting, managing hygiene & know why important</p> <p>Games Unit 1 Physical: running, balancing, changing direction, striking a ball, throwing Social: communication, co-operation, taking turns, supporting and encouraging others Emotional: honesty and fair play, managing emotions Thinking: using tactics, decision making</p>
Personal, Social and Emotional Development	<p>Further resource and enrich their play based on their interests</p> <p>Involve children in making decisions about resources/room layout</p> <p>Teach calming strategies, mindfulness</p> <p>Be increasingly independent in meeting their own care needs</p> <p>Healthy choices</p> <p>Explore keeping active</p>	<p>Shows empathy and concern for people who are special to them</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>Develop an understanding and interest in differences of gender, ethnicity and ability</p> <p>Show a sense of autonomy</p>	<p>Give children appropriate tasks</p> <p>Become more outgoing to unfamiliar people</p> <p>More confident in new social situations</p> <p>Find solutions to conflicts independently</p> <p>Experiment with their own and other people's views of who they are through their play</p>
Literacy	<p>Anticipates key events and phrases in rhymes and stories</p> <p>Begin to be aware of how stories are structured</p> <p>Begin to tell their own stories</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p>	<p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and print, looks at books independently and recognise own name</p> <p>Shows interest in letters on a keyboard, identifying and begin writing the initial letter of their own name and other familiar words</p>	<p>Handles books and touch screen technology carefully and the correct way up with growing competence</p> <p>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</p> <p>Attempts to write their own name</p> <p>Begin to write letters familiar to them</p>
Phonics	<p>Bug Club Alphabet Song</p> <p>Phase 1 -</p> <p>Aspect 1,2 and 3 recap</p> <p>Aspect 4: Rhythm and Rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p>	<p>Bug Club Alphabet Song</p> <p>Phase 1 -</p> <p>Aspect 4 and 5 recap</p> <p>Aspect 6: Voice Sounds</p> <p>Aspect 7: Oral Blending and Segmenting</p>	<p>Bug Club Alphabet Song</p> <p>Phase 1 recap</p> <p>Bug Club Phase 2: SATPIN</p>
Mathematics	<p>Consolidate 1 - 5</p> <p>Number 6 Introduce 10 frame</p>	<p>More than/fewer than</p> <p>One more</p>	<p>Number composition 1 – 5 Revision</p>

	<p>Height & Length</p> <ul style="list-style-type: none"> • Tall and short • Long and short • Tall/long and short <p>Mass Relate to books e.g. 3 little pigs goldilocks</p> <p>Capacity</p> <p>Consolidation</p>	<p>One less</p> <p>Shape – 2D Revisit pattern from Autumn</p> <p>Shape – 3D Revisit pattern from Autumn</p> <p>Consolidation: More than/fewer one more and one less</p>	<p>Night and Day Order events in their day at nursery</p> <p>Order events in their day at nursery</p> <p>What happens day/night</p> <p>Positional Language</p> <p>Consolidation / Activity weeks SUMMER</p>
Understanding the World	<p>Using senses to explore plants eg. herbs</p> <p>Compare different natural materials</p> <p>Plant seeds and begin to learn about the life cycles of plants</p> <p>Caring for the natural world</p> <p>algorithms</p> <p>Insects - Comments on the natural world e.g. spider facts</p> <p>Technology - Bee bots Describe</p> <p>Caring for animals</p> <p>Occupation farmer</p> <p>Explore different countries and talk the differences</p> <p>Talk about places they have visited with their families</p> <p>Different transport and how they work</p> <p>What is a boat?</p> <p>On board role play</p>	<p>Recap explore different countries and talk the differences</p> <p>Talk about places they have visited with their families</p> <p>Talks about why things happen and how things work</p>	<p>Comparing the properties of different materials</p> <p>Colour Collections</p> <p>Pushing / pulling Floating / sinking</p> <p>Important members of our community</p>
Expressive Arts and Design	<p>Singing songs</p> <p>Colour mixing</p> <p>Drawing and painting plants colours</p> <p>printing using different materials</p> <p>Moving to natural sounds</p> <p>Making sounds using instruments - rain, thunder etc</p>	<p>Action songs</p> <p>Junk modelling – vehicles, making a rocket ship</p> <p>Exploring materials and textures Constructing with a purpose in mind</p> <p>Role play - what ways do we get to school? (bus, car, walking, bike). Transport (aeroplanes, trains etc.)</p> <p>Using shapes to create art pieces</p> <p>Exploring natural objects</p> <p>Using senses</p>	<p>Using senses to explore materials and textures</p> <p>Exploring how colours can be changed</p> <p>Exploring natural objects</p> <p>Movement to music</p>

