



Roseberry Primary School Working Long Term Map 2022-2023

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Heading</b>	Marvellous Me  7 Weeks	What's your favourite colour? (Colour, Pattern and Shape)  7 Weeks	Do you like to be beside the seaside? (Under the Sea)  (3 days) 6 Weeks	How Will We Get There? (Transport)  5 weeks	Who's afraid of the Big Bad Wolf? (Fairy Tales)  6 weeks	What's your favourite book? (Our Favourite Books)  6 weeks
<b>SMSC and British Values:</b>	1. Democracy: Making decisions together (right to vote and be represented) 2. Rule of law: understanding rules matter (law of the land) 3. Individual liberty: freedom for all (freedom of speech etc) 4. Mutual respect and tolerance: treat others as you want to be treated					
<b>RRSA:</b>	Consider UNCRC when completing MTP, ensure rights are displayed alongside any display work and RRSA stamp is used in Learning Journeys to highlight RRSA links.					
	Article 7 – Name and nationality Article 8 – Identity Article 27 – Food, clothing and a safe home Article 28 – Access to education	Article 12 – Respect for children's views Article 14 – Freedom of thought and religion	Article 19 – Protection from violence	Article 24 – Health, water, food, environment	Article 27 – Food, clothing and a safe home Article 17 – Access to information	Article 13 – Sharing thoughts freely
<b>Health and Relationships Education</b>	Mental wellbeing Physical health and wellbeing					
	Our changing body	Health and prevention	First aid		Internet safety and harms	Healthy lifestyles and healthy eating
<b>Global Goals</b>	3. Health and Wellbeing (Looking after yourself)	1. No poverty (Cash4kids, shoebox appeal)	14. Life Below Water (submarines)			4. Quality Education (Having an input with planning)
<b>R.E</b>	Birthdays around the world	Remembrance Day: 11.11.22 Diwali: 24.10.22 Christmas: 25.12.22	Chinese New Year (Ox): 01.02.22	Easter: 17.04.22	St. George's Day: 23.04.22 Eid al-Fitr 01.05.22	Dharma Day: 13.07.22
	People, Culture and Communities – Nursery <ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</li> </ul>					

<b>PE</b>	<b>Dance</b> Listening, movement and movement skills		<b>Gymnastics</b> Listening, movement and movement skills		<b>Games</b> Listening, movement and movement skills	
	<ul style="list-style-type: none"> <li>Move and stop safely</li> <li>Work towards control and coordination in large and small movements</li> <li>Recognise rhythm and beat within music and be able to clap/stamp in time</li> <li>Move confidently in a range of ways, safely negotiating space</li> </ul>		<ul style="list-style-type: none"> <li>Make their body tense, relaxed, curled and stretched in different ways</li> <li>Roll, travel, balance and jump in different ways</li> <li>Climb on and off equipment with support from an adult</li> <li>Copy sequences and repeat them</li> </ul>		<ul style="list-style-type: none"> <li>Move and stop safely</li> <li>Throw an object underarm</li> <li>Catch an object with both hands</li> <li>Kick with both feet</li> <li>Rolling different types of balls</li> <li>Participate in team games</li> <li>Celebrate others' success</li> </ul>	
<b>Topic</b>	PSED: Building Relationships PSED: Managing Self PSED: Self-Regulation UTW: People, Culture and Communities	UTW: Past and Present UTW: People, Culture and Communities	UTW: Past and Present UTW: People, Culture and Communities	EAD: Creating with Materials EAD: Being Imaginative and Expressive	UTW: The Natural World UTW: People, Culture and Communities	Literacy: Comprehension Literacy: Word Reading EAD: Being Imaginative and Expressive
<b>Computing</b>	Seesaw tasks to be set weekly for in school tasks and basic skills homework.					
<b>Whole School Events</b>	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC
<b>Bespoke Books</b>	Hug Guess How Much I Love You Hairy Maclary (pets) – rhyme	Brown Bear, Brown Bear, What do you see? Dear Zoo	Shark in the Park	Whatever Next The Train Ride	Each Peach Pear Plum Jaspers Beanstalk	The Very Hungry Caterpillar (with caterpillars) Supertato
<b>Suggested Texts</b>	My First Day In Nursery The Great Big Book of Families – Todd Parr Series You Choose	Pattern Fish Elmer Series Star In My Orange: Looking for Natures Shapes Shapes Around Me Series ----- Festive Books – Stick Man, The Night Before Christmas, Norman and the Christmas Slug The Christmas Story	Rainbow Fish Commotion in the Ocean Sharing a Shell Barry the Fish with Fingers Tidler The Singing Mermaid ----- The Chinese Zodiac Story	Non-Fiction Books on transport ----- The Easter Story We're Going On An Egg Hunt	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man (Alternative Versions)	Any other books the children express an interest in throughout the year.

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<b>Personal, social and emotional development</b>	<b>Self-Regulation</b>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or that has been suggested to them.</p>		
	<b>Managing Self</b>	<p>Develop appropriate ways of being assertive.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in new social situations.
	<b>Building Relationships</b>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p>Talk with others to solve conflicts.</p>	<p>Play with one or more children, extending and elaborating play</p> <p>Help to find solutions to conflicts and rivalries.</p>	

	<b>Physical development</b>	<b>Gross Motor</b>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Skip, hop and stand on one leg and hold a pose for a game.</p> <p>Go up stairs and stairs, or climb up apparatus, using alternate feet.</p>	<p>Collaborate with others to manage large items.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p>	<p>Choose the right resources to carry out their own plan.</p>		
		<b>Fine Motor</b>	<p>Be increasingly independent as they get dressed and undressed.</p> <p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>Show a preference for a dominant hand.</p> <p>Use one-handed tools and equipment.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p>			

	<p style="text-align: center;"><b>Communication and language</b></p>	<p><b>Listening, Attention and Understanding</b></p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Understand a question or instruction that has two parts.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions.</p>	<p>Enjoys listening to longer stories and can remember much of what happens.</p>		
		<p><b>Speaking</b></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' or 'ran'.</p> <p>May have problems saying; some sounds (r, j, th, ch, sh) and multisyllabic words e.g. pterodactyl.</p>	<p>Use longer sentences of four to six words.</p> <p>Can start a conversation with an adult or 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> <p>Use talk to organise themselves and their play.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>		

	<b>Literacy</b>	<b>Comprehension</b>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother.</li> </ul>			<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes</li> <li>- page sequencing</li> <li>- we read English from left to right and top to bottom.</li> </ul>			
		<b>Word Reading</b>			Engage in extended conversations about stories, learning new vocabulary.				
		<b>Writing</b>				Writes some letters accurately.	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>		

	<b>Mathematics</b>	<b>Number</b>	<p>Recite numbers past 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>		<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Fast recognition of up to 3 objects without having to count them (subitising).</p>	<p>Understand position through words alone.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts up to 5.</p> <p>Say one number name for each item in order: 1, 2, 3, 4, 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	
		<b>Numerical Patterns</b>	<p>Talk about and compare 2D shapes using informal and mathematical language.</p>	<p>Talk about and compare 2D and 3D shapes using informal and mathematical language.</p> <p>Selects shapes appropriately.</p> <p>Combine shapes to make new ones.</p> <p>Talk about and identify patterns around them.</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	



	<b>Understanding of the world</b>	<b>Past and Present</b>	Begin to make sense of their own life-story and family's history.					
		<b>People, Culture and Communities</b>	Shows interest in different occupations.  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 experiences or seen in photos.	
		<b>The Natural World</b>	Use all of their senses in hands-on exploration of natural materials.	Explore how things work.  Explore collections of materials with similar and/or different properties.	Talk about what they see, using a wide vocabulary.  Talk about the differences between materials and changes they notice.  Explore and talk about different forces they can feel.	Plant seeds and care for growing plants.  Begin to understand the need to respect and care for the natural environment and all living things.  Understand key features of the life cycle of a plant.		Understand key features of the life cycle of an animal

	<b>Expressive art and design</b>	<b>Creating with Materials</b>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>		<p>Draw with increasing complexity and detail.</p>	<p>Join different materials and explore different textures.</p>	
		<b>Being Imaginative and Expressive</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Play instruments with increasing control to express their feelings and ideas</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing (calendars).</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape of familiar songs.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Create their own songs, or improvise a song around one they know.</p>		

		<b>Example activities</b>	Self Portraits Decorate the first letter in your name Family portraits What do you want to be when you grow up – collage	Colour mixing Rainbow Crafts Elmer Crafts ----- Christmas crafts	Hand Print Crabs Bubble Wrap Starfish Print Foil Fish Paper Chain Octopus Paper Plate Jelly Fish Egg Carton Turtles ----- Dragon Masks Dragon Dancing	Carboard Tube Cars Floating Rafts Shape Rockets Paper Mache Hot Air Balloons ----- Easter Crafts	Gingerbread Houses Three Little Pigs Homes Pine Cone Wolves Role Play Props Nursery Songs and Rhymes	Story Book Crafts
<b>Visits, visitors and enrichment</b>						Fire Brigade		Librarian visit
<b>Assessment Focus</b>			Baseline assessments	Pre-Phonics assessments Name writing assessment Maths assessments		Pre-Phonics assessments RWI Phonics assessments Name writing assessment Maths assessments		Pre-Phonics assessments RWI Phonics assessments Name writing assessment Maths assessments