

Cranmore Infant School

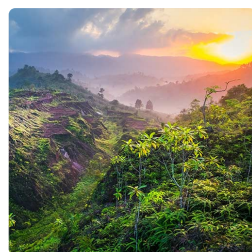
Class plan - Nursery Cycle A

CRANMORE
INFANT SCHOOL



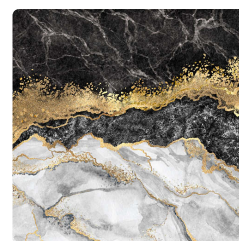
Nursery 1 2nd half of 1st term
'Marvellous me'

Communication and language development



Nursery Autumn
Term 2 Dinosaurs

Understanding the world



Nursery Spring
1 1st half of
term 'Pirates'

Mathematics



Nursery Spring 2 Traditional
stories

Communication and language development



Nursery Summer
1 FARM

Understanding the world

Planned Term

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1 - see below
for Summer 2

Suggested text

Focus author - Rod Campbell You
Choose Rainbow Fish That's not my
baby

Focus Author - Eric Hill
That's not my dragon
That's not my Santa
SMSC - Sand Tray

Focus Author -
David McKee That's
not my Pirate SMSC
- William and the
Guinea Pig

Goldilocks and the 3 Bears The 3
Little Pigs Little Red Riding Hood

Focus Author - Mick
Inkpen That's not my
Tractor Little Red Hen
SMSC - Tiger Tiger is it
true?

Memorable experience	Visit from a baby	Dinosaur Hunt in forest school	Looking and finding treasure in forest school	Easter egg hunt Super Hero day	Trip to Ash End House Farm Den building in forest school
Innovate challenge					
Personal, social and emotional development	To know some things that make me happy. To know we are all different. To begin to know the rules of the classroom Key vocabulary: Feelings, happy, sad, rules, same, different, proud, special, kind, goal, challenge, healthy, friend, special, change.	Know that families are all different. Know some ways to make friends. Begin to know how to help if someone is being bullied Begin to know what a compliment is. Key vocabulary: Feelings, happy, sad, rules, same, different, proud, special, kind, goal, challenge, healthy, friend, special, change.	Know some kind words to encourage people. Know what goal means. Key vocabulary: Feelings, happy, sad, rules, same, different, proud, special, kind, goal, challenge, healthy, friend, special, change.	Know the names for some parts of my body. Know what the word 'healthy' including food and sleep Know what to do if I get lost and how to say NO to strangers. Key vocabulary: .Feelings, happy, sad, rules, same, different, proud, special, kind, goal, challenge, healthy, friend, special, change.	Know I belong to a family. Know what to say and do if somebody is mean to me. Know how to help themselves and others when they feel upset and hurt. Key vocabulary - Feelings, happy, sad, rules, same, different, proud, special, kind, goal, challenge, healthy, friend, special, change.
Communication and language	Talk about own experiences and feelings - news, my favourite book, toys etc. Developing confidence to contribute in a small/large group Using talk to organise, sequence and clarify thinking. Predict what a story might be about. Plan and review their independent activities. Explain decisions when sequencing ideas and pictures. Begin to discriminate every day sounds, Listen and respond to lots of stories, songs and rhymes about people.	Talk about own experiences and feelings - news, my favourite book, toys etc. Developing confidence to contribute in a small/large group Using talk to organise, sequence and clarify thinking. Predict what a story might be about. Plan and review their independent activities. Explain	Joining in with repeated words, expressing feelings Retelling stories Using story language in role play Developing confidence to contribute in a small/large group Begin to use more complex sentences Predict what a story might be about. Following 2 part instructions Explain	Joining in with repeated words, expressing feelings Retelling stories Using story language in role play Developing confidence to contribute in a small/large group Begin to use more complex sentences Predict what a story might be about. Following 2 part instructions Explain decisions when sequencing ideas and pictures. New vocabulary - describing materials Recalling facts related to learning theme Listen and respond to lots of stories, songs and rhymes about people. Listen to one another when others are speaking Listen to and answer simple questions	Use imagination in their language when talking and playing Think, talk and express thoughts, feelings, and ideas in order to communicate needs with greater fluency Use talk for a range of purposes and audiences in order to explain, reason and clarify their thoughts and engage in a 2 way conversation Use more complex

decisions when sequencing ideas and pictures. Begin to discriminate every day sounds, Listen and respond to lots of stories, songs and rhymes about people.

decisions when sequencing ideas and pictures. New vocabulary - describing materials Recalling facts related to learning theme Listen and respond to lots of stories, songs and rhymes about people. Listen to one another when others are speaking Listen to and answer simple questions

sentences Use a range of tenses Developing confidence to contribute in a small/large group Understand and use prepositions Begin to understand 'how' and 'why' questions Begin to understand humour e.g. nonsense rhymes and jokes Recalling facts related to learning theme Listen and respond to new stories Listen to one another when others are speaking Listen to and answer more complex questions Recalling/retelling story sequence Playing memory games to help develop concentration skills

Physical development	REAL PE UNI T 2 jumping and landing • jump from 2 feet to 2 feet forwards, backwards and side to side. Key vocabulary: Balance still hold skill catch kick under over through hop skip tip toe stride aim hit bounce throw run jog jump space heart beat exercise healthy fit	REAL PE UNI T 6 static balance – floor work • hold a mini-front support position. • reach round and point to the ceiling with either hand in a mini-front support. Key vocabulary: Balance still hold skill catch kick under over through hop skip tip toe stride aim hit bounce throw run jog jump space heart beat exercise healthy fit	REAL PE UNI T 1 static balance – one leg • stand still for 10 seconds. Key vocabulary: Balance still hold skill catch kick under over through hop skip tip toe stride aim hit bounce throw run jog jump space heart beat exercise healthy fit	Dance - create, combine and remember a range of dance movements. Key vocabulary: Balance still hold skill catch kick under over through hop skip tip toe stride aim hit bounce throw run jog jump space heart beat exercise healthy fit	REAL PE UNI T 3 ball skills Rolling and controlling REAL PE UNI T 5 co ordination – sending and receiving With right and left hand against a wall or with a partner (3 and 5 metre distance): Key vocabulary: Balance still hold skill catch kick under over through hop skip tip toe stride aim hit bounce throw run jog jump space heart beat exercise healthy fit
Mathematics	Count and match numerals to 5. Begin to count the total of two groups with support up to 6. Make comparisons between 2 sets of objects, identify similarities in terms of number Separate objects into groups Shape, Space and Measures Explore 2D shape, pattern and compare objects of different length. size, weight Use/ language of position Key vocab: length, height, long, short, tall, high, low, wide, narrow, thick, thin longer, shorter, taller, higher, group, count, sort, altogether, how many?	Count and match numerals to 5. Begin to count the total of two groups with support up to 6. Make comparisons between 2 sets of objects, identify similarities in terms of number Separate objects into groups Shape, Space and Measures Explore 2D shape, pattern and compare objects of different length. size, weight Use/ language of position Key vocab: length, height, long, short, tall, high, low, wide, narrow, thick, thin longer, shorter,	Numbers Recognise numerals 0-5/10/20 and match to sets Counting out from a larger group with a given numeral up to 5. Count objects that cannot be moved up to 10. Touch count up to 10/20 Begin to relate addition by counting objects in 2 sets and giving a total number Begin to recognise Numicon up to 5. Shape, space and measures Explore 2D and describe shape, pattern and	Numbers Recognise numerals 0-5/10/20 and match to sets Counting out from a larger group with a given numeral up to 5. Count objects that cannot be moved up to 10. Touch count up to 10/20 Begin to relate addition by counting objects in 2 sets and giving a total number Begin to recognise Numicon up to 5. Shape, space and measures Explore 2D and describe shape, pattern and compare objects of different length. size, weight Using language related to time Begin to recognise 1p and 2p coins and use in role play situations Key vocab: count on (from, to) Of two objects/amounts: greater, more, larger, bigger less, fewer, smaller circle triangle square rectangle oblong star sides	Number Recite numbers confidently to 10 and begin to recite numbers to 20. Start to recite numbers in order continuing the count forwards from a given number (within 10). Estimate the size of a set of objects up to 6 and check by counting. Begin to write numerals to 10. Recognise Numicon up to 5 and begin to recognise Numicon to 10. Use mathematical language of more than/less than when adding one/taking one

taller, higher, group,
count, sort,
altogether, how
many?

compare objects of
different length.
size, weight Using
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time Begin to
recognise 1p and
2p coins and use in
role play situations
Key vocab: count on
(from, to) Of two
objects/amounts:
greater, more,
larger, bigger less,
fewer, smaller circle
triangle square
rectangle oblong
star sides

away. Select 2
groups of objects to
make a given total (up
to 10). Say the
number that is 1
more/ 1 less up to 5.
Shape space and
measures Compare 2
objects according to
weight, size, length.
key vocab: more, less,
many, the same
number as greatest,
most, biggest, largest,
least, fewest, smallest
one more, one less,
order cube pyramid
sphere cone faces
corners

Literacy	<p>Reading Develop book handling skills. Join in repeated phrases. Predict the content of a text from the cover, illustrations. Sequence stories and events using puppets, story boards etc. Letters and sounds Phase 1 Aspect 1 Writing Writing own name by copying, tracing, using range of tools, fingers in paint etc. Making marks/symbols in a left to right, top to bottom direction Emergent writing in role play areas, writing cards, invitations, labels etc. Personalise own work using symbols or letters Beginning to use symbols/letter shapes to write words Telling a grown up what their writing says Multi-sensory activities to help with letter formation e.g. making letters with</p>	<p>Reading Develop book handling skills. Join in repeated phrases. Predict the content of a text from the cover, illustrations. Sequence stories and events using puppets, story boards etc. Letters and sounds Phase 1 Aspect 2 Writing Writing own name by copying, tracing, using range of tools, fingers in paint etc. Making marks/symbols in a left to right, top to bottom direction Emergent writing in</p>	<p>Reading Talk about characters and events Recognise their name Begin to show some awareness of phoneme/grapheme links Begin to use simple book language – front, back, title, page Predict the content of a text from the cover, illustrations. Sequence stories and events using puppets, story boards etc. Listening for rhyming words;</p>	<p>Reading Talk about characters and events Recognise their name Begin to show some awareness of phoneme/grapheme links Begin to use simple book language – front, back, title, page Predict the content of a text from the cover, illustrations. Sequence stories and events using puppets, story boards etc. Listening for rhyming words; ‘words that sound the same’ Developing our own stories using full sentences and story language Letters and sounds Phase 1 Aspect 5 Writing Writing own name by copying, tracing, using range of tools, fingers in paint etc. Making marks/letter like symbols in a left to right, top to bottom direction Emergent writing in role play areas, writing cards, invitations, labels etc.</p>	<p>Reading Recognise and use with increased frequency sounds/graphemes in relation to own name and experiences Recognise some vocabulary by sight in relation to learning theme Begin to show understanding that English is read from top to bottom and left to right Begin to segment the sounds in simple words and blend them together and know which letters represent some of them. Begin</p>
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their own individual play dough pots, finger painting

role play areas, writing cards, invitations, labels etc. Personalise own work using symbols or letters Beginning to use symbols/letter shapes to write words Telling a grown up what their writing says Multi-sensory activities to help with letter formation e.g. making letters with their own individual play dough pots, finger painting

'words that sound the same'
Developing our own stories using full sentences and story language Letters and sounds Phase 1 Aspect 3 and 4 Writing Writing own name by copying, tracing, using range of tools, fingers in paint etc. Making marks/letter like symbols in a left to right, top to bottom direction Emergent writing in role play areas, writing cards, invitations, labels etc. Beginning to recognise and use symbols/letter shapes to write words Telling a grown up what their writing says Begin to use talk to order and sequence their thinking in relation to writing

Beginning to recognise and use symbols/letter shapes to write words Telling a grown up what their writing says Begin to use talk to order and sequence their thinking in relation to writing

to read words and simple sentences. Letters and sounds Phase 1 Aspect 6 Writing Recognise and use with increased frequency, writing like symbols, some known letters and sounds (e.g. in relation to name and experiences) Identify initial sound in words especially in relation to name and experiences Begin to segment the sounds in simple words and blend them together. Show an increasing awareness of, and use, some conventions of writing (e.g. left to right directionality, capital letter at start of sentence/name, space, full stop) when writing and reading back in order to convey meaning

Religious education

Autumn 1 Special People Key vocabulary :Jesus Moses

Christmas Concept: Incarnation Religion - Christianity and Judaism Key Vocab: Mary Joseph Frankincense Myrrh.

Celebrations Religion - Hinduism Key vocab: Nowruz Holi Vishnu

Easter Religion - Christianity Key vocab: Jesus Palm Sunday The Last Supper Cross Tomb

Story time Religion:Christianity, Islam, Hinduism Key vocab: Parable Allah Brahmin Sadhana Guru Nanak, Sikhism

Understanding the world	<p>History - Order and talk about events in their own life. Understand change over time, from birth in relation to themselves History Key Vocabulary: time in relation to personal clock/time line, day, night, before, after, yesterday, today, tomorrow Geography -Weather types by direct observation. Season of Autumn Geography Key Vocabulary: Plan, map, autumn, change, weather, cloudy, sunny etc Science - Observe how humans move, feed, grow and use their senses and talk about what they see Explore aspects of Autumn and the weather Science key vocabulary: grow change baby toddler child adult Weather hot cold change month season</p>	<p>Understand the daily routine in Nursery in relation to own personal clock • Introduce opportunities to share stories, role play and talk about personal elements of events in children’s lives History Key Vocabulary: time in relation to personal clock/time line, day, night, before, after, yesterday, today, tomorrow Geography Key Vocabulary: Plan, map, autumn, change, weather, cloudy, sunny etc Science - Observe how humans move, feed, grow and use their senses and talk about what they see Explore aspects of Autumn and the weather Science key vocabulary: grow change baby toddler child adult Weather hot cold change month season</p>	<p>History Key Vocabulary: time in relation to personal clock/time line, day, night, before, after, yesterday, today, tomorrow Geography Key Vocabulary: Plan, map, autumn, change, weather, cloudy, sunny etc Science - Observe how humans move, feed, grow and use their senses and talk about what they see Explore aspects of Autumn and the weather Science key vocabulary: grow change baby toddler child adult Weather hot cold change month season</p>	<p>History Key Vocabulary: time in relation to personal clock/time line, day, night, before, after, yesterday, today, tomorrow Geography Key Vocabulary: Plan, map, autumn, change, weather, cloudy, sunny etc Science - Observe how humans move, feed, grow and use their senses and talk about what they see Explore aspects of Autumn and the weather Science key vocabulary: grow change baby toddler child adult Weather hot cold change month season</p>	<p>History Key Vocabulary: time in relation to personal clock/time line, day, night, before, after, yesterday, today, tomorrow eason of Autumn Geography Key Vocabulary: Plan, map, autumn, change, weather, cloudy, sunny etc Science - Observe how humans move, feed, grow and use their senses and talk about what they see Explore aspects of Autumn and the weather Science key vocabulary: grow change baby toddler child adult Weather hot cold change month season</p>
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Expressive arts and design	<p>Art - Self portraits Exploring natural and man made printing materials Artist Kadinsky Art Key vocab: Paint, draw, colour, print, mark-make, light, dark. Music - Charanga: Me! Learn to sing nursery rhymes and action songs Key vocabulary: loud, quiet, sing, shout, fast, slow, listen, stop, start, introduction Harvest songs Children will learn thematic songs</p>	<p>Art - Manipulate clay to make Christmas decorations Explore a range of natural and manmade printing materials for Christmas cards Art Key vocab: Paint, draw, colour, print, mark-make, light, dark. Music - Charanga: My stories Learn to sing along with nursery rhymes and action songs I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Improvising leading to playing classroom instruments Listening and responding to different styles of music Key vocabulary: loud, quiet, sing, shout, fast, slow, listen, stop, start, introduction</p>	<p>Art - Work on large and small scale indoor and outdoor making maps Art Key vocab: Paint, draw, colour, print, mark-make, light, dark. Music - Charanga: Everyone Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Singing and learning to play instruments within a song Key vocabulary: loud, quiet, sing, shout, fast, slow, listen, stop, start, introduction</p>	<p>Art - Look at and talk about the work of Klee- use ideas to support colour mixing Art Key vocab: Paint, draw, colour, print, mark-make, light, dark. Music - Charanga: Me! Learn to sing nursery rhymes and action songs Key vocabulary: loud, quiet, sing, shout, fast, slow, listen, stop, start, introduction</p>	<p>Art - Use plastic modelling materials expressively Art Key vocab: Paint, draw, colour, print, mark-make, light, dark. Music - Charanga: Me! Learn to sing nursery rhymes and action songs Key vocabulary: loud, quiet, sing, shout, fast, slow, listen, stop, start, introduction</p>
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Linked to all areas of learning - Technology/ Computing	Interactive whiteboard Technology in the environment/role play - Tablets/ipads usage Role play technology Minimash topic pins to paint - picture of face Vocabulary: touch, drag, press, colour, scroll, safety	Listen - CD player songs and stories Technology in the environment/role play Interactive whiteboard - Maths literacy games topmarks Chatterpix - animate a dinosaur Minimash topic pins Vocabulary: tablet , drag and drop, record, safety	Listen - CD player songs Technology in the environment/role play Beebot - coding/instructions - pirate map/treasure hunt Camera usage of models /work they have done Minimash topic pins E-Safety day Vocabulary: switch on, buttons, turn, forward, backward, de bug,	Listen - CD player songs Technology in the environment/role play Mini mash - mash camMinimash topic pins 2explore 2 beat - Create a piece of music Vocabulary: password, click, save, upload, print, safety	Listen - CD player songs Technology in the environment/role play Microphones - record animal sounds/descriptions 2Count - data handling - voting and recording favourite animals Minimash topic pins Vocabulary: on/off, record, stop/start, delete, clic drag drop
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Nursery Summer 2 Plants

Understanding the world

Planned Term	Summer 2
Suggested text	Focus Author - Nick Butterworth Jasper's Beanstalk Jack and the Beanstalk Very Hungry Caterpiallr
Memorable experience	Local walk

Innovate challenge

Personal, social and
emotional development

Know some food I can eat to keep me healthy. Know that we all start as babies and grow into children and then adults. Begin to know who to ask for help if I am worried about change. Key vocabulary: Feelings, happy, sad, rules, same, different, proud, special, kind, goal, challenge, healthy, friend, special, change.

Communication and language

Use imagination in their language when talking and playing Think, talk and express thoughts, feelings, and ideas in order to communicate needs with greater fluency Use talk for a range of purposes and audiences in order to explain, reason and clarify their thoughts and engage in a 2 way conversation Use more complex sentences Use a range of tenses Developing confidence to contribute in a small/large group Understand and use prepositions Begin to understand 'how' and 'why' questions Begin to understand humour e.g. nonsense rhymes and jokes Recalling facts related to learning theme Listen and respond to new stories Listen to one another when others are speaking Listen to and answer more complex questions Recalling/retelling story sequence Playing memory games to help develop concentration skills

Physical development

Gymnastics - experiment with different ways of moving. • confidently climb on a range of different equipment. • confidently move in a range of ways under/over different objects. .Key vocabulary:
Balance still hold skill catch kick under over through hop skip tip toe stride aim hit bounce throw run jog jump space heart beat exercise healthy fit

Mathematics

Number Recite numbers confidently to 10 and begin to recite numbers to 20. Start to recite numbers in order continuing the count forwards from a given number (within 10). Estimate the size of a set of objects up to 6 and check by counting. Begin to write numerals to 10. Recognise Numicon up to 5 and begin to recognise Numicon to 10. Use mathematical language of more than/less than when adding one/taking one away. Select 2 groups of objects to make a given total (up to 10). Say the number that is 1 more/ 1 less up to 5. Shape space and measures Compare 2 objects according to weight, size, length. key vocab: more, less, many, the same number as greatest, most, biggest, largest, least, fewest, smallest one more, one less, order cube pyramid sphere cone faces corners

Literacy

Reading Recognise and use with increased frequency sounds/graphemes in relation to own name and experiences Recognise some vocabulary by sight in relation to learning theme Begin to show understanding that English is read from top to bottom and left to right Begin to segment the sounds in simple words and blend them together and know which letters represent some of them. Begin to read words and simple sentences. Letters and sounds Phase 1 Aspect 7 Writing Recognise and use with increased frequency, writing like symbols, some known letters and sounds (e.g. in relation to name and experiences) Identify initial sound in words especially in relation to name and experiences Begin to segment the sounds in simple words and blend them together. Show an increasing awareness of, and use, some conventions of writing (e.g. left to right directionality, capital letter at start of sentence/name, space, full stop) when writing and reading back in order to convey meaning

Religious education

Special places Religion:
Christianity, Islam & Judaism
Key vocab: Church font Lectern
Alter Mosque Minaret Musalla
Mihrab Minbar Qur'an
Synagogue Ark Prayer Shawls
Kippah Torah

Understanding the world

History Key Vocabulary: time in
relation to personal clock/time
line, day, night, before, after,
yesterday, today, tomorrow

Expressive arts and
design

Art - Make 3D forms using
natural resources such as
daisies, twigs, dandelions,
leaves etc Art Key vocab: Paint,
draw, colour, print, mark-make,
light, dark.

Linked to all areas of
learning - Technology/
Computing

Listen - CD player songs
Technology in the
environment/role play To create
a story - Draw and animate -
Book about plants and describe
Vocabulary: Select, draw,
animate, record, save , edit