

Bridgewater Park Primary School – Long Term Plan
2023/2024

Reception & Nursery
THIS PLAN IS SUBJECT TO CHANGE

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|--|--|---|---|
| Theme | <p>All About Me Families Homes Autumn Space Halloween</p> <p>Artist – Jacob Lawrence Drawing</p> | <p>Autumn/Winter Bonfire Night Diwali Vegetables Christmas</p> <p>Artist – Wassily Kandinsky Painting Christmas</p> | <p>Winter Valentine's Day Transport Chinese New Year Sea Creatures Recycling</p> <p>Artist – Sculpture</p> | <p>Lifecycles (non-fiction) Spring Pirates Mother's Day St Patrick's Day Easter</p> <p>Artist – Alma Thomas Collage</p> | <p>Dinosaurs Pets/Vets Aspirations St George's Day Summer Plants</p> <p>Artist - Painting</p> | <p>School Ready Seaside Summer Father's Day Superheroes / People Who Help Us</p> <p>Artistit - Textiles</p> |
| WOW Enhancements | <p>Autumn Walk School Trip – Nature Walk?</p> | <p>Gingerbread Man baking Diwali Celebrations Christmas Show</p> | <p>Winter Walk Chinese Dragon and Food Tasting Chinese Dragon Dance</p> | <p>Spring Walks Chicks Pancake Making</p> | <p>Trip to Museum Planting Careers Day</p> | <p>Summer Walks Go to the beach Reception graduation</p> |
| Home/School Links | <p>Meet the team (welcome) Welcome Wednesday Home Learning</p> | <p>Nursery Rhyme Show Christmas Show Welcome Wednesday Home Learning</p> | <p>Reading Books Welcome Wednesday Home Learning</p> | <p>Mother's Day Afternoon Tea Welcome Wednesday Home Learning</p> | <p>Welcome Wednesday Home Learning</p> | <p>Father's Day stay and play Welcome Wednesday Home Learning</p> |
| Key Texts | <p>Peace at Last The Three Little Pigs Owl Babies (N)</p> | <p>The Gingerbread Man The Enormous Turnip The Gruffalo (N)</p> | <p>Let's All Creep Through Crocodile Creek Clem and Crab Goldilocks and the Three Bears (N)</p> | <p>The Pirates Are Coming! The Journey Home The Three Little Pigs (N)</p> | <p>Gigantosaurus Silly Doggy! Jack and the Beanstalk (N)</p> | <p>Supertato The Sea Saw The Smartest Giant in Town (N)</p> |
| Communication and Language | <p>• <u>Nursery</u></p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes. Use talk to organise themselves and their play. Begin to use simple sentences. | <p>• <u>Nursery</u></p> <ul style="list-style-type: none"> Pay attention more than one thing at a time which can be difficult. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. | <p>• <u>Nursery</u></p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand “why” questions. Sing a large repertoire of songs. Talk about familiar books. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Understand “why” questions. Sing a large repertoire of songs. Talk about familiar books. Start a conversation with an adult or a friend and continue it for many turns. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Sing a large repertoire of songs. Be able to tell a longer story. Be able to express a point of view and to debate when they disagree. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Be able to tell a longer story. Be able to express a point of view and to debate when they disagree. |
| | <p><u>Reception</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | <p><u>Reception</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding | <p><u>Reception</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases | <p><u>Reception</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in story times. | <p><u>Reception</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the | <p><u>Reception</u></p> <ul style="list-style-type: none"> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs. |

**Bridgewater Park Primary School – Long Term Plan
2023/2024**

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|---|--|---|---|---|--|--|
| | <ul style="list-style-type: none"> Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs. Engage in non-fiction books <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <ul style="list-style-type: none"> Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <ul style="list-style-type: none"> Engage in story times. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <p>text, some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| Ideas | <ul style="list-style-type: none"> Introduce new vocab linked to seasons. Reading and talking about the vocab in different texts. Rhyme Time daily Weather songs Home corner role play Family pictures Retelling the three little pigs/acting out Joining in with the story Talking about our home and family Talk about summer holidays Retell peace at last and sequence it Peace at last props in home corner Three Little Pigs masks outside stage Books about autumn Fact books about bears/pigs | <ul style="list-style-type: none"> Following instructions to bake a gingerbread man Listening activities – games using musical instruments Gingerbread man song Weekly rhyme time Actions to gingerbread man Role play bakers shop Dough gingerbread men Vegetable patch in the mud kitchen Santa's workshop Small world autumn themed Explore the vocabulary in our PTW texts (R) Investigate different vegetables and how they grow Books about baking and growing different foods Christmas songs Father Christmas Workshop Role-play | <ul style="list-style-type: none"> Recycling plant Story maps for focused texts Why do we recycle? Why do we ask questions? Look at Crocodile Creek. Retell Crocodile Creek and act it out. Crocodile hidden outside Looking at key vocab around key texts. Chinese new year role play How can we get through the Crocodile creek? Set problem solving challenges Daily story times | <ul style="list-style-type: none"> Lots of book talk around focused texts PSED songs Retell the journey home Change the story of the journey home slightly Talk about exciting experiences e.g butterflies, chicks and so on. Pull key vocab from texts. Look at spring and talk about the changes the children have noticed. Daily story times Life cycle books Sequence and retell stories using story maps, story spoons and sequencing pictures. | <ul style="list-style-type: none"> explore vocab from texts sing daily rhymes retell the test silly doggy Debate around can we have a bear as a pet? Pros and cons Talk about why should we never tell a lie dinosaur small world dinosaur egg arrives trash the classroom talk about who it could be and what has happened. (Police visit) retell stories using story maps | <ul style="list-style-type: none"> listen to focused texts daily story time look at characters e.g is the evil pea evil and why? Explore vocab in focused texts Retell the stories Evil pea come to class and do naughty things Non-fiction books around planting and summer Small world rock pool Role play beach |
| Personal, Social and Emotional Development | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Separate from their carer with growing confidence Manage themselves through daily transitions – coming into Nursery, going outside, snack, lunch, PE, home time Help with tidy up routines Know where recourses belong Increasingly follow rules, understanding why they are important. Talk about their feeling using words like “happy, sad, angry or worried” Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Help with tidy up routines Know where recourses belong Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people in the safe context of their setting. Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Remember rules without needing an adult to remind me. Develop appropriate ways of being assertive. Talk about their feeling using words like “happy, sad, angry or worried” Understand gradually how others might be feeling Make healthy choices about food, drink, activity and tooth brushing. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Remember rules without needing an adult to remind me. Talk about their feeling using words like “happy, sad, angry or worried” Understand gradually how others might be feeling Make healthy choices about food, drink, activity and tooth brushing | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind me. Understand gradually how others might be feeling Make healthy choices about food, drink, activity and tooth brushing | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind me. Understand gradually how others might be feeling Make healthy choices about food, drink, activity and tooth brushing |
| | <p><u>Reception</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual | <p><u>Reception</u></p> | <p><u>Reception</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual | <p><u>Reception</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual | <p><u>Reception</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual | <p><u>Reception</u></p> |

**Bridgewater Park Primary School – Long Term Plan
2023/2024**

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|-----------------------------|---|--|---|---|---|---|
| | <ul style="list-style-type: none"> Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing. | <ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing. | <ul style="list-style-type: none"> Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing. | <ul style="list-style-type: none"> Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing.</p> | <ul style="list-style-type: none"> Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing. | <ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing. |
| Jigsaw | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Ideas | <ul style="list-style-type: none"> Family pictures Transition sessions Visual timetables Tidy up songs Class charter How is daddy bear feeling in peace at last? How are the pigs feeling in the three little pigs? Talk about pigs leaving home-link to transition. Toileting and handwashing support Reception children (roles in class) Feelings chart (colour monster links) | <ul style="list-style-type: none"> Tidy up songs and routines - Pictured resources Continuous provision child led and initiated activities How is the gingerbread man feeling? Look at healthy vegetables Make vegetable soup | <ul style="list-style-type: none"> Role play Chinese new year Chinese dragon dance for whole school How are the characters feeling in story? Look at the different emotions of the animals in crocodile creep | <ul style="list-style-type: none"> Talk about why we shouldn't tell lies How are the pirates feeling? What are the rules to being a pirate? | <ul style="list-style-type: none"> Tidy up routines Character feelings in the text? How does silly doggy feel? Vets role play Look at hygiene how we care for ourselves. Teeth brushing | <ul style="list-style-type: none"> Transition to reception and year 1 Talk about the feelings of the characters in the story Feelings chart |
| Physical Development | <u>Nursery</u> <ul style="list-style-type: none"> Continue to develop their movement Use large-muscle movements to wave flags and streamers, paint and make marks Choose the right resources to carry out their own plan. Use one handed tools and equipment. Show a preference for a dominant hand. Being increasingly independent as they get dressed and undressed. | <u>Nursery</u> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Choose the right resources to carry out their own plan. Use one handed tools and equipment. Show a preference for a dominant hand. Being increasingly independent as they get dressed and undressed | <u>Nursery</u> <ul style="list-style-type: none"> To have some ball skills. Go up steps and stairs, or climb up apparatus using alternative feet. Match their developing physical skills to tasks and activities in the setting Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan Collaborate with others to manage large items Use one handed tools and equipment. Show a preference for a dominant hand. | <u>Nursery</u> <ul style="list-style-type: none"> To balance. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand Start taking part in some group activities which they make up for themselves, or in teams. | <u>Nursery</u> <ul style="list-style-type: none"> To ride scooters, bikes and trikes. Choose the right resources to carry out their own plan Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. | <u>Nursery</u> <ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan Collaborate with others to manage large items. Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. |
| | <u>Reception</u> <ul style="list-style-type: none"> Revise and refine fundamental movement skills they have already acquired | <u>Reception</u> <ul style="list-style-type: none"> Revise and refine fundamental movement skills they have already acquired | <u>Reception</u> <ul style="list-style-type: none"> Develop fine motor skills so that they can use a range of tools competently, safely | <u>Reception</u> <ul style="list-style-type: none"> Develop fine motor skills so that they can use a range of tools competently, safely | <u>Reception</u> <ul style="list-style-type: none"> Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, | <u>Reception</u> <ul style="list-style-type: none"> Develop fine motor skills so that they can use a range of tools competently, safely and |

**Bridgewater Park Primary School – Long Term Plan
2023/2024**

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|-----------------|--|---|---|--|---|---|
| | <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons. | <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully. | <p>and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully. | <p>and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully. | <p>paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully. | <p>confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Further develop the skills they need to manage the school day successfully.</p> |
| Ideas | <ul style="list-style-type: none"> Streamers in the wind Squiggle while you wiggle Large paper on the floor CP independent choices in creative area Play dough tools Building three little pigs houses with small manipulatives P.E Sessions Act out the three little pigs e.g run away from the big bad wolf Draw and paint pigs/bears Design your own house Self portraits | <ul style="list-style-type: none"> Streamers in the wind Painting outside Musical statues Creating Christmas themed crafts Yoga Gingerbread man baking in play dough Pulling and pushing vegetables in the vegetable patch Chopping vegetables Drawing vegetables (Observations) # P.E sessions | <ul style="list-style-type: none"> Assault cause for let's all creep through crocodile creep Sorting different materials using tweezers Writing in phonics groups Labelling materials Using the bikes/scooters outdoors Paint a crocodile Winter themed art | <ul style="list-style-type: none"> Name writing Drawing treasure maps Going on a treasure hunt Story map for the journey home Panting Hattie Peck Scrub the deck using large brushes Construct a pirate ship | <ul style="list-style-type: none"> Junk modelling dinosaurs Snack time independent Yoga Design a new home for silly doggy Summer observational drawing Planting and digging | <ul style="list-style-type: none"> Design a superhero Write captions and sentences to describe a superhero Free the evil pea Free the vegetables Chop up vegetables P.E sessions |
| Literacy | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Understand the five key concepts about print. - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing Spot and suggest rhymes | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Understand the five key concepts about print. Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Spot and suggest rhymes | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Understand the five key concepts about print. Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Spot and suggest rhymes Count or clap syllables in word Engage in extended conversations about stories, learning new vocabulary. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Understand the five key concepts about print. Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Count or clap syllables in word Engage in extended conversations about stories, learning new vocabulary. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Understand the five key concepts about print. Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Recognise some words with the same initial sounds. Engage in extended conversations about stories, learning new vocabulary. Use some of their print knowledge in their early writing. Write some or all of their name. Write some letters accurately. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Understand the five key concepts about print. Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page Sequencing Recognise some words with the same initial sounds. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately. |
| | <p><u>Reception</u></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | <p><u>Reception</u></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | <p><u>Reception</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. | <p><u>Reception</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter-sound | <p><u>Reception</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Read a few common exception words matched with the school's phonic programme. Re-read books to build up their confidence in word reading, their | <p><u>Reception</u></p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |

**Bridgewater Park Primary School – Long Term Plan
2023/2024**

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|--------------|---|---|--|--|---|---|
| | <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. | <ul style="list-style-type: none"> Read a few common exception words matched with the schools phonic programme. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <p>correspondence and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> Read a few common exception words matched with the schools phonic programme. Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop. Re-read what they have written to check that it makes sense. | <p>fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense. | <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. <p>Re-read what they have written to check that it makes sense.</p> |
| Ideas | <ul style="list-style-type: none"> Daily story times looking at the author, titles and blurbs Reading a wide range of texts about autumn, traditional tales and bears. Different types of texts around the classroom labelling of resources singing nursery rhymes daily and recognising the rhyming words in the songs. RWI lessons (R) PW lessons (R) Reading areas with lots of books Writing CVC words Family books in reading area Daily fine motor activities to help develop fine motor skills Pinny time in the setting | <ul style="list-style-type: none"> Daily story times looking at the author, titles and blurbs Look at the rhymes in gingerbread man e.g man and ran Write a shopping list for the ingredients needed to make a ginger bread man Christmas themed books around classroom. Shopping list to make vegetable soup PW lessons (R) RWI lessons (R) CVC labelling challenges Read simple word Daily fine motor Pinny time | <ul style="list-style-type: none"> Daily story times looking at the author, titles and blurbs Introduce red words and challenge words for the week- display around classroom (R) PW lessons (R) RWI lessons (R) Pinny time | <ul style="list-style-type: none"> Daily story times looking at the author, titles and blurbs PW lessons (R) RWI lessons (R) Writing challenges Red word challenges Roll read and write in writing areas Read longer words such as crab (R) Read simple sentences related to familiar stories (R) Recycle themed books Phonics stations with Ditty Books for children to read independently (R) | <ul style="list-style-type: none"> Daily story times looking at the author, titles and blurbs PW lessons (R) RWI lessons (R/N) Fred Frog and Special Friend Challenges Lots of texts around Africa Story maps for Handa's surprise Wanted poster for Silly Doggy | <ul style="list-style-type: none"> Daily story times looking at the author, titles and blurbs PW lessons (R/N) RWI lessons Character descriptions Design your own superheroes Re write Supertato Sentence a day Fix my sentence Red word challenges Superhero books Seaside and summer books |
| Maths | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Say one number for each item in order 1,2,3,4,5 Show finger numbers up to 5 Talk about 2D and 3D shapes. Combine shapes to make new ones. Make comparison between objects relating to size. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts Talk about and identify the patterns around them. Make comparison between objects relating to length. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually. ('subitising') Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like "in front of" and "behind" Make comparison between objects relating to weight. Say one number for each item in order 1,2,3,4,5 Show finger numbers up to 5 | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Talk about 2D and 3D shapes Select shapes appropriately. Combine shapes to make new ones. Make comparison between objects relating to capacity. Begin to describe a sequence of events real or fictional, using words such as first, then. Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Link numerals and amount Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Extent and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events real or fictional, using words such as first, then. | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language 'more than fewer than' Begin to describe a sequence of events real or fictional, using words such as first, then. |
| | <p><u>Reception</u></p> <ul style="list-style-type: none"> Baseline Number to 5 Sorting | <p><u>Reception</u></p> <ul style="list-style-type: none"> Comparing groups within 5 Change within 5 Time 2D Shapes Positional language | <p><u>Reception</u></p> <ul style="list-style-type: none"> Number bonds within 5 Numbers to 10 Comparing numbers within 10 | <p><u>Reception</u></p> <ul style="list-style-type: none"> Addition to 10 Number bonds to 10 Space and shape | <p><u>Reception</u></p> <ul style="list-style-type: none"> Exploring patterns Counting on & counting back | <p><u>Reception</u></p> <ul style="list-style-type: none"> Numbers to 20 Numerical patterns Measure |
| Ideas | <ul style="list-style-type: none"> Compare height of each other. Autumn walk counting objects we find. Five little owls show me on your fingers. Set the table for a picnic Make rockets using simple 2D shapes | <ul style="list-style-type: none"> Compare length of ribbon to go on Christmas presents. Counting presents in Christmas workshop. Spotting patterns on wrapping paper. | <ul style="list-style-type: none"> How much treasure in the box (SUBITISING)? Create simple bear hunt route around nursery. Compare weight of the three little bears. Compare weight of porridge. | <ul style="list-style-type: none"> Use shapes to create houses three little pigs. Retell the story of the three little pigs (first second third) Count how much fruit the caterpillar has Feed the hungry caterpillar | <ul style="list-style-type: none"> Retell the story of Jack and the Beanstalk Create patterns using jelly beans Match number of gold coins to numeral. Create floral patterns. | <ul style="list-style-type: none"> Share shells and compare who has more or less. Retell their trip to the beach. Solve problems on how to share things evenly. |

Bridgewater Park Primary School – Long Term Plan
2023/2024

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|----------------------------|---|---|--|---|--|--|
| | <ul style="list-style-type: none">• Compare sizes of pumpkins.• Maths no problem• Sorting colours• Ordering numbers to five• Number blocks to five• Numicon challenges• Sorting fruits and vegetables• Sorting my own family members• Counting how many live in our homes• Patterns in the sand• Patterns Diwali | <ul style="list-style-type: none">• Counting the animals in the Gruffalo story.• Compare different snakes and how long they are.• Match numeral to amount of snowballs• Counting buttons on the gingerbread man – one more one less• Sequencing our day using visual timetable• Sequence morning and night routines• Counting how many on and how many off the bus• Diwali patterns• Subitising the buttons on the ginger bread man• Counting ingredients in turnip soup• Patterns Diwali• Comparing amounts of Minibeast found on bug hunt• One more one less crocodile• Months of the year song• Sorting children by birthday months• One more or one less board games• Shape insects• Guiding the Gingerbread Man through a route | <ul style="list-style-type: none">• Treasure hunt counting how much the children find.• Car colour tally.• Maths no problem• Counting seashells on the beach• Numicon challenges• Tens frames• Part-whole• Who has more rubbish on the beach?• Litter picking and comparing how much litter collected• Daily counting activities• Addition using two pieces of numicon• Ordering numicon• Outdoor number lines• Missing numbers• Making a class number line | <ul style="list-style-type: none">• Match the amount of fruit to the number• Maths no problem• Farm animal counting• Building homes and houses using 2D and 3D shapes• Adding ingredients to make pancakes• Comparing each other's height• Rocket ship building• Variety of 3D shapes in loose parts'• Capacity through water play• Comparing amounts of ingredients used to make pancakes• Number sentence tuff trays• Part wholes• Tens frames• AB shape patterns e,g 2D,3D,2D,3D | <ul style="list-style-type: none">• Make marks to represent how many during summer walk.• Put the amount of seeds to match the number on the plant pot.• Maths no problem• Daily counting activities• Daily register counting the children in class• Counting the fruit in hands basket• Exploring African patterns in creative area• Creating own patterns• Sharing fruit• Adding additional fruit to a basket• Halving fruit and counting how many pieces we have• Ladybirds and butterfly doubling• Odd and evens sorting numicon | <ul style="list-style-type: none">• Talk about how could we help others in different situations and help them solve a problem (smartest giant in town)• Maths no problem• Number stories• Making teen numbers using numicon• Weighing potatoes• Shopping centre with money• Making amount using money• Creating shopping lists and paying with the correct amounts• Planting and filling pots with soil |
| Understanding The World | <p><u>Nursery</u></p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties• Talk about what they see, using a wide vocabulary.• Begin to make sense of their own life-story and family's history.• Explore how things work.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel.• Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. | <p><u>Nursery</u></p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore how things work.• Begin to understand the need to respect and care for the natural environment and all living things.• Talk about the differences they notice between materials and the changes they notice.• Continue developing positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the difference they have experienced or seen in photos | <p><u>Nursery</u></p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties• Talk about what they see, using a wide vocabulary.• Explore how things work.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel.• Know that there are different countries in the world and talk about the difference they have experienced or seen in photos | <p><u>Nursery</u></p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties• Talk about what they see, using a wide vocabulary.• Explore how things work.• Understand the key features of the life cycle of a plant and an animal.• 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 difference they have experienced or seen in photos | <p><u>Nursery</u></p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Show interest in different occupations.• Explore how things work.• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Know that there are different countries in the world and talk about the difference they have experienced or seen in photos | <p><u>Nursery</u></p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties• Talk about what they see, using a wide vocabulary.• Show interest in different occupations.• Explore how things work.• Talk about the differences they notice between materials and the changes they notice• Continue developing positive attitudes about the differences between people. |
| | <p><u>Reception</u></p> <ul style="list-style-type: none">• Talk about members of their family and community.• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Describe that they see, feel and hear whilst outside. | <p><u>Reception</u></p> <ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Draw information from a simple map.• Explore the natural world around them.• Describe that they see, feel and hear whilst outside. | <p><u>Reception</u></p> <ul style="list-style-type: none">• Explore the natural world around them.• Describe that they see, feel and hear whilst outside.• Recognise some similarities and differences between life in this country and life in other countries.• Recognise some environments that are different from the one in which they live. | <p><u>Reception</u></p> <ul style="list-style-type: none">• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate in different ways.• Describe that they see, feel and hear whilst outside.• Understand the effect of changing seasons on the natural world around them.• Recognise some environments that are different from the one in which they live. | <p><u>Reception</u></p> <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries.• Describe that they see, feel and hear whilst outside.• Recognise some environments that are different from the one in which they live. | <p><u>Reception</u></p> <ul style="list-style-type: none">• Describe that they see, feel and hear whilst outside.• Understand the effect of changing seasons on the natural world around them.• Recognise some environments that are different from the one in which they live. |

**Bridgewater Park Primary School – Long Term Plan
2023/2024**

Reception & Nursery

THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|----------------------------|--|--|--|---|---|--|
| | | <ul style="list-style-type: none">Understand the effect of changing seasons on the natural world around them. | | | | |
| Ideas | <ul style="list-style-type: none">Family pictures – displayed in the home cornerAutumn walksUsing a wide variety of textsWho lives in my house?Mud kitchenLoose partsSound huntsAutumn Tuff TraysPumpkin nail and hammer (FMS)Looking for animal habitats (owls) | <ul style="list-style-type: none">Where is India on a map?Taste Indian foodsDiwaliBaking some Gingerbread Men and tasting them.Observe the effects of the changing seasons e.g. leaves falling from treesPlant vegetables and make vegetable soupSort presents by their materialsChristmas messy tuff traysCompare Christmas in different countriesIce melting observationsDaily weather songsObservational drawings on tressLooking at different toys from the past – how have they changed? | <ul style="list-style-type: none">Book look – CleversticksWhere is China on a map?Look at and compare like/culture in China?RecyclingVisit to allotment?Litter picking around schoolSorting materialsCreating a route/map through Crocodile CreekLook at different habitats under the seaSort animals depending on where they liveThe importance of looking after the oceanTry Chinese foodWinter walk – what can they see/hear/smell.Pancake making in playdough – push and pull | <ul style="list-style-type: none">Butterflies in class? LifecyclesSt Patricks Day CelebrationsLook at Irish traditions and cultureSpring walksPlanting sunflowersRetell the Hungry CaterpillarLook at animals from different countries and their habitatsObservational drawings of trees / different plantsExplore lifecyclesEaster celebrations | <ul style="list-style-type: none">ChicksHandas Surprise – explore Africa and different cultures.African dancing workshopTasting African foodsLooking at the different clothing and patterns on the clothingCompare the weather on the BBC weather appLook at the celebration of Eid and any children in our school/class who celebrate itSummer walksIce melting observationsPlant cress heads, sunflowers, grass tuff tray for bug small world play, discussing plant needs for growth and observing processes | <ul style="list-style-type: none">Police visit / firemen visit?Careers dayWhen I grow up I want to be...Sand activitiesBeach visitCompare beaches in other countriesCreate a senses map of what we experienced at the beachSummer walkWhat did we find at the beach?Frozen ice activities |
| Expressive Arts and Design | <u>Nursery</u> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.Explore different materials freely, to develop their ideas about how to use them and what to make.Explore colour and colour mixing, Remember and sing entire songs.Playing instruments with increasing control to express their feelings and ideas.Draw with increasing complexity and detail such as representing a face with a circle and including details. | <u>Nursery</u> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.Explore different materials freely, to develop their ideas about how to use them and what to make.Create closed shapes with the continuous lines and begin to use these shapes to represent objectsExplore colour and colour mixing, Listen with increased attention to sounds.Respond to what they have heard expressing their thoughts and feelings.Remember and sing entire songs.Playing instruments with increasing control to express their feelings and ideas.Use drawing to represent ideas like movement or loud noises. | <u>Nursery</u> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.Develop their own ideas and then decide which materials to use to express them.Join different materials and explore different textures.Explore colour and colour mixing, Listen with increased attention to sounds.Respond to what they have heard expressing their thoughts and feelings.Remember and sing entire songs. | <u>Nursery</u> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different building and a park.Develop their own ideas and then decide which materials to use to express them.Join different materials and explore different textures.Explore colour and colour mixing, Remember and sing entire songs.Draw with increasing complexity and detail such as representing a face with a circle and including details. | <u>Nursery</u> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different building and a park.Join different materials and explore different textures.Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.Explore colour and colour mixing, Listen with increased attention to sounds.Respond to what they have heard expressing their thoughts and feelings.Remember and sing entire songs.Sing the pitch of a tone song sung by another person.Sing the melodic shape. | <u>Nursery</u> <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different building and a park.Join different materials and explore different textures.Explore colour and colour mixing, Remember and sing entire songs.Create their own songs or improvise a song around one they know. |
| | <u>Reception</u> <ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelingsListen attentively, move to and talk about music, expressing their feelings and responses.Explore and engage in music making and dance, performing solo or in groups. | <u>Reception</u> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Sing in a group or on their own, increasingly matching the pitch and following the melody. | <u>Reception</u> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop storylines in their pretend play. | <u>Reception</u> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop storylines in their pretend play. | <u>Reception</u> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop storylines in their pretend play.Explore and engage in music making and dance, performing solo or in groups. | <u>Reception</u> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop storylines in their pretend play. |

Bridgewater Park Primary School – Long Term Plan
2023/2024
Reception & Nursery
THIS PLAN IS SUBJECT TO CHANGE

| | | | | | | |
|-------|---|---|---|---|---|---|
| | <ul style="list-style-type: none">• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody. | <ul style="list-style-type: none">• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups. | | | | <ul style="list-style-type: none">• Explore and engage in music making and dance, performing solo or in groups. |
| Ideas | <ul style="list-style-type: none">• Drawing planets• Musical instruments to represent space• Weekly big draw• Autumn themed animals• Small world – Bears / Forest animals• Small world – The Three Little Pigs• Home corner• Self portraits• Jacob Lawrence – exploring different works.• Daily rhymes• Construction build houses for the three little pigs | <ul style="list-style-type: none">• Rangoli patterns• Salt painting fireworks• Father Christmas workshop• Christmas carols• Christmas themed arts and crafts – painting and colouring• Gingerbread man decorating• Small world – vegetable patch (the enormous turnip link)• Observational drawings• Nursery rhymes• Weekly big draw | <ul style="list-style-type: none">• Small world underwater animals• Winter themed pictures• Weekly big draw• Nursery rhymes• Sculpture – salt dough shells/crab/star fish• Home corner• Small world (people from different cultures)• Draw different transport | <ul style="list-style-type: none">• Pirate ship construction• Messy play treasure• Construct animal habitats – bug hotel• Small world (mini beasts)• Small world – pirate ships• Painting flowers• Butterfly painting• Nursery rhymes• Weekly big draw• Create an Easter Egg collage | <ul style="list-style-type: none">• Small world (dinosaurs/fossils)• Vets role play• Weekly big draw• Nursery rhymes• Creating nests for chicks• Painting chicks | <ul style="list-style-type: none">• Small world (different jobs)• Beach themed painting• Exploring different textiles• Making a puppet for a beach puppet show• Graduation songs• Summer transient art |