



Nursery Long Term Plan Continuous Learning Intentions



Area	Key Concept	Learning Intention	Examples of Continuous Provision
Communication and Language		<ul style="list-style-type: none"> • express a point of view and debate when they disagree with an adult or peer • hold an extended conversation with and adult or peer, taking turns • talk about familiar books and tell long stories using props • use talk to organise themselves and their play • use longer sentences of four to six words • communicate and pronounce words more confidently and accurately • participate in role-play linked to their immediate experience • sing a large repertoire of songs and rhymes • recall what happens in stories in simple terms • understand a question or instruction that has two parts • understand 'why' questions • pay attention to more than one thing at a time • enjoy listening to longer stories, remembering much of what happens • demonstrate the behaviours of listening 	<ul style="list-style-type: none"> • Adults who are highly skilled in having conversations with children and quality interaction skills. • Spine books. • High quality literature: Multicultural Fairy tales Poems • Props for books. • High quality roleplay areas. • Singing baskets • Books with songs in. • Song actions. • Cards for songs. • Small world. • Cue cards with rules and expectations.

	<p>RE Talk about materials in RE</p>	<ul style="list-style-type: none"> • talk about their feelings and show emotions in their art work • talk about their ideas, feelings and events • answer simple questions about their experiences in response to stories, experiences or events from different traditions and communities • listen with enjoyment to stories, songs and poems from different communities and traditions 	<ul style="list-style-type: none"> • Peaceful/RE area. • Feelings cards/objects • Variety of stories from different religions • Props/artifacts for religious events.
PSED	<p>RE</p>	<ul style="list-style-type: none"> • talk about their own and others' behaviour, understanding what is considered good behaviour and what isn't • think and talk about issues of right and wrong • understand their own needs, views and feelings • understand how to take turns and share fairly • know how to show respectful behaviour towards others 	<ul style="list-style-type: none"> • Rules, boundaries and routines for Nursery with high expectations. Daily review of expectations. • Adults who are highly skilled in having conversations with children and quality interaction skills. • Varieties of stories linked to behavior/right and wrong. • Modelling adult with behavior and addressing situations as they arise. • Continuous talking about feelings with adults.
	<p>Health (PSHE) Know that there are different emotions and ways of being physically healthy</p>	<ul style="list-style-type: none"> • know how to manage their own needs, e.g. hand washing, toileting and brushing hair / teeth • talk about their feelings using words like happy, sad, angry, worried • explore and develop movement such as balancing, riding, climbing etc. 	<ul style="list-style-type: none"> • Clear times for toileting and handwashing. • Adult modelling and social stories. • Outdoor resourcing equipment e.g. blocks, planks, tires. • Feelings puzzles. • Calm area/den. • Adult naming feelings and consistency of adults using language.
Physical	<p>Resilience (PE) Know that it is a good thing to have a go</p>	<ul style="list-style-type: none"> • talk about what they are doing and why • know which activities and resources to select, with help when needed, to achieve a goal they have chosen or one that is suggested to them 	<ul style="list-style-type: none"> • Adult questioning and discussion. • Clearly labelled, photographed and shadowed equipment/resources to aid children.

		<ul style="list-style-type: none"> • collaborate with others to manage large items, such as moving a long plank safely • match their developing physical skills to tasks and activities in the setting • participate willingly in physical activities 	<ul style="list-style-type: none"> • Challenges and expectations of completing tasks. • Consistent language between adults. • Adult modelling of activities. • Resourcing and modelling and how to use resources. • Model how to use resources and putting them away.
	<p>Skill (PE) Know that larger movements need to be controlled</p>	<ul style="list-style-type: none"> • know how to go up steps or climb on apparatus using alternate feet • experiment with skipping, hopping, standing on one leg and holding a pose for a game • experiment with balancing, riding bikes and playing with balls 	<ul style="list-style-type: none"> • Model how to use resources and putting them away. • Resources outdoor equipment.
	<p>Handwriting (English)</p>	<ul style="list-style-type: none"> • know how to use a comfortable grip with good control when holding pens and pencils (using specially designed pencils or grips where required) • show a preference for a dominant hand • know how to do up their buttons and zips • know how to do jigsaw puzzles • explore one-handed tools and equipment, for example, making snips in paper with scissors • explore large-muscle movements to wave flags and streamers, paint and make marks • explore tummy-crawling, crawling on all fours and climbing 	<ul style="list-style-type: none"> • Model how to use resources and putting them away. • Resources outdoor equipment. • Different varieties of pens and pencils: think, thin, tall, short. • Varieties of tools: e.g. scissors, hole-punches, staplers, glue. • Toys with buttons and zips. • Variety of jigsaw puzzles • Flags, streamers, paint brushes.

Literacy	Word reading	<ul style="list-style-type: none"> • develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Adult modelling to have conversations and new vocabulary. • Variety of songs and rhymes. • Song books • Musical instruments • Rhyme cards
	Reading comprehension	<ul style="list-style-type: none"> • engage in extended conversations about stories, learning new vocabulary • understand the five key concepts about print: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Variety of literature • Posters • Logos • Adult modelling of key features in using books. • Adult modelling of clapping and counting syllables.
	Writing transcription	<ul style="list-style-type: none"> • write some or all of their name • write some letters accurately • use some of their print and letter knowledge in their early writing (for example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy) 	<ul style="list-style-type: none"> • Paper, cardboard, little books made, paper with pictures on. • Pens, pencils (different lengths and width). • Examples of writing in everyday situations.
	Writing composition	<ul style="list-style-type: none"> • make up a story or message for an adult to scribe 	<ul style="list-style-type: none"> • Adult modelling.
Mathematics	Number, place value	<ul style="list-style-type: none"> • compare quantities using language: more than, fewer than • experiment with their own symbols and marks as well as numerals 	<ul style="list-style-type: none"> • Natural materials • Tiles • Numicon • Number lines • Subitising cards

		<ul style="list-style-type: none"> • know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • show 'finger numbers' up to 5 • know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • say one number for each item in order: 1,2,3,4,5 • recite numbers past 5 • recognise up to 3 objects rapidly, without having to count them individually ('subitising') 	<ul style="list-style-type: none"> • Numerical symbols with different visual amounts. • Rulers • Tape measures. • Cuisenaire rods. • Everyday objects: cards • Dice • Dominoes.
	Addition and subtraction	<ul style="list-style-type: none"> • investigate numbers up to 5 to solve real world mathematical problems 	<ul style="list-style-type: none"> • Continuous with child's interest e.g. cars, dinosaurs, plates, cups, scarves.
	Multiplication and division	<ul style="list-style-type: none"> • know how to share food fairly at snack time • join in with counting, emphasising multiples of 5 or 10 following an adult model 	<ul style="list-style-type: none"> • Fruit available in snack and home corner in halves and wholes. • Sharing in snack time and adult modelling.
	Fractions	<ul style="list-style-type: none"> • understand the word 'half' • understand the word 'whole' (e.g. whole apple) 	<ul style="list-style-type: none"> • Fruit available in snack and home corner in halves and wholes. • Shadowed blocks to show halves and wholes.
	Measurement	<ul style="list-style-type: none"> • compare quantities using language: more than, fewer than 	<ul style="list-style-type: none"> • Water area equipment • Sand area equipment • Maths area equipment • Signs and symbols.
Understanding the World	Energy (Science)	<ul style="list-style-type: none"> • observe what happens when a force is applied • talk about what they see happening when a force is applied 	<ul style="list-style-type: none"> • Various toys and mechanisms for children to explore e.g. springs, squashy balls, clips.

<p>Matter (Science)</p>	<ul style="list-style-type: none"> • observe and use all their senses to explore natural materials • observe and talk about simple similarities and differences between materials • investigate and sort materials by given criteria (such as things that light can shine through, or things that are magnetic) • know some words that describe materials (e.g. hard or soft, rough or smooth) • investigate and talk about what floats and what sinks 	<ul style="list-style-type: none"> • Wood • Sticks • Feathers • Dried Fruits • Seaweed • Stones • Shells • Torches and mirrors • Natural materials • Magnifying glasses • Wind up mechanisms. • Natural gardens • Plants
<p>Fieldwork (Geography)</p>	<p>Collecting geographical data</p> <ul style="list-style-type: none"> • observe and talk about geographical phenomena <p>Interpreting sources of geographical information</p> <ul style="list-style-type: none"> • talk about their immediate environment <p>Communicating geographical information</p> <ul style="list-style-type: none"> • talk about what they see 	<ul style="list-style-type: none"> • Binoculars • Spotting cards e.g. mini-beast, animals, and plants. • Magnifying glasses • Basic maps
<p>Evidence (History) Know that pictures, artefacts, music and sights help us remember and understand something that has happened to us</p>	<ul style="list-style-type: none"> • observe pictures, artefacts and sights carefully • listen to music • talk about pictures, artefacts, music and sights, describing what they remember from them 	<ul style="list-style-type: none"> • Dated equipment • Record players/CD players • Video tapes and tapes. • Radios • Old fashioned seaside clothing and props. • Pictures from past times. • Historical objects (80's, 90's, 00's)
<p>Safety (Computing) Know that they should be supported by a trusted adult when online</p>	<ul style="list-style-type: none"> • accept support from a trusted adult when online 	<ul style="list-style-type: none"> • Modelling of safe searching from adults. • Online child friendly safety videos.

	Creation (Computing) Know that some toys are technological devices	<ul style="list-style-type: none"> • talk about what they see • experiment with what they can do • investigate programmable and interactive toys 	<ul style="list-style-type: none"> • Push pull toys • Outdoor blocks for experimenting and developing • Model discussion with adults
	Coding (Computing) Know that technology makes things happen	<ul style="list-style-type: none"> • talk about what they see happening • notice that pressing buttons or turning a device on makes something happen 	<ul style="list-style-type: none"> • Programmable toys • Toys with buttons or twists. •
	IT Beyond Nursery (Computing)	<ul style="list-style-type: none"> • talk about technology that is used in familiar places 	<ul style="list-style-type: none"> • Microwaves • Torches • Tablets • TV's • Discussion with adults about familiar technology.
Expressive Arts and Design	Expression (A&D) Know that art is many things	<ul style="list-style-type: none"> • experiment with making art in different art forms 	<ul style="list-style-type: none"> • Playdough • Clay • Paint • Brushes – different sizes • Printing equipment • Collage materials • Natural materials • Manmade materials • Single handed tools. •
	Appreciation (A&D) Know that art can be found in many different places	<ul style="list-style-type: none"> • talk about what they like or dislike about a piece of art • know some basic 2-D shapes (e.g. circle, square, rectangle, triangle) • identify colours and forms within a piece of work • talk about how they feel when looking at a piece of art 	<ul style="list-style-type: none"> • Variety of 2D shapes made out of different materials • Artists pictures to view in art area
	Drawing (A&D)	<ul style="list-style-type: none"> • investigate drawing for the pleasure of drawing 	<ul style="list-style-type: none"> • Chalk • Felt tips

		<ul style="list-style-type: none"> • investigate making marks and explore different materials • investigate drawing with a hard and soft pencil • know how to draw with detail (e.g. representing a face with a circle and including details and emotions) • investigate making enclosed shapes with continuous lines, using a story as a guide (e.g. up the hill, round the trees, back home) 	<ul style="list-style-type: none"> • Crayons • Wax crayons • Coloured pencils • Different pencils – soft, hard, widths • Variety of papers. • How to draw sheets
	Painting (A&D)	<ul style="list-style-type: none"> • investigate a wide variety of brush types and shapes (e.g. sweeping brushes, fine brushes etc.) • investigate a variety of paint • know how to hold and manipulate brushes • know how to paint basic shapes, lines and dots • know how to paint horizontally and vertically (e.g. on an easel, on the floor) • know how to paint on different scales • investigate paint using body parts • know primary colour names 	<ul style="list-style-type: none"> • Brushes – different lengths, widths, brush sizes • Variety of paints • Images of colour mixing • Images of shapes and pictures to aid. • Modelling from adult to use vertical and horizontal strokes. • Large paper • Roles of paper • Different places to paint at. • Colour charts • Printing • Sponges • Trays
	Scissor Skills (A&D)	<ul style="list-style-type: none"> • know how to hold scissors correctly • experiment with snipping and cutting different materials for a purpose (e.g. spaghetti, foam, paper etc.) • know how to snip and cut single layers of materials 	<ul style="list-style-type: none"> • Different types of scissors • Different types of materials to cut. • How to hold scissors chart.
	Being Creative (DT) Know that there are lots of different answers to problems	<ul style="list-style-type: none"> • talk about the ideas they have for model making or construction 	<ul style="list-style-type: none"> • Bricks • Blocks • Tubes

		<ul style="list-style-type: none"> • explore constructing and building freely with a wide range of materials • know that experimentation is a good thing and that failure is not a bad thing • know how to copy a model made by an adult (e.g. a Lego car) • investigate improving a model made by an adult and talk about what they are doing 	<ul style="list-style-type: none"> • Cardboard boxes • Yogurt pots • Cards with models to copy on. • Lego/Duplo
	Practice (DT)	<ul style="list-style-type: none"> • investigate making and constructing with a wide range of small and large materials • know how to follow a design brief (e.g. can you make a bridge across the tyres?) • understand how to use one-handed tools safely • talk about what they have made • know the names of some joining materials (e.g. sellotape, PVA glue, masking tape) • experiment with joining techniques 	<ul style="list-style-type: none"> • Outdoor equipment- Blocks, wood, crates, tires, planks, guttering. • Indoor equipment – smaller blocks and planks. • PVA glue • Parcel tape • Glue sticks • Sellotape
	Expression (Music) Know that pieces of music are different from each other	<ul style="list-style-type: none"> • investigate making their own songs • experiment with different ways of playing instruments • talk about what they are doing 	<ul style="list-style-type: none"> • Different types of musical instruments • Making own songs
	Appreciation (Music) Know that music evokes emotions in themselves	<ul style="list-style-type: none"> • listen to different pieces of music with attention • enjoy singing 	<ul style="list-style-type: none"> • Music player • Signing sessions with adult support.