







Burnside Academy – Long Term Plan




Nursery


	<h2 style="color: red;">Burnside Academy – Long Term Plan</h2> <h3 style="color: red;">Nursery</h3>			
<h3>Our Curriculum</h3>	<p>Our inspiring curriculum has been designed to reflect the learning opportunities that arise from our natural environment, seasons of the year and the nature that surrounds our school. It intends to encourage independent, inquisitive and happy learners. Our intention is to teach children about their local area and the history of their local area and how this compares to other places/ cultures in other parts of the world. We provide a vibrant indoor and outdoor provision, which promotes opportunities to develop imagination and creativity. This purposeful provision also encourages children to play, explore and investigate, supporting the development of the three Characteristics of Effective Learning. In addition to our classroom provision, our children take part in weekly ‘outings’ to celebrate and learn from their local area and through an inquisitive approach, ‘Projects of Learning’ will see children further their interests.</p>			
<h3>Seasons</h3>	<p>Through exploration and investigation, children will learn about, understand and celebrate the changing seasons, throughout the year.</p>			
<h3>Celebrations/Key dates/Events</h3>	<h4 style="color: blue;">Autumn</h4> <ul style="list-style-type: none"> *Settling into school *Harvest *Halloween *Bonfire Night *Remembrance Day *Christmas *Family Learning/Stay and Play 	<h4 style="color: green;">Spring</h4> <ul style="list-style-type: none"> *Valentines *Easter *Mother’s Day *Family Learning/Stay and Play 	<h4 style="color: orange;">Summer</h4> <ul style="list-style-type: none"> *Father’s Day *Sports Day *End of year celebrations *Family Learning/Stay and Play 	
<h3>Progression of Communication and Language</h3>				
<h3 style="color: red;">Skill</h3>	<h4 style="color: blue;">Autumn</h4>	<h4 style="color: green;">Spring</h4>	<h4 style="color: orange;">Summer</h4>	<h3>Early Learning Goal (end of reception year)</h3> <p>Children at the expected level of development will:</p>
<h3>Listening, Attention and Understanding</h3> 	<p>To enjoy listening to short simple stories.</p> <p>Begin to pay attention to one thing at a time.</p> <p>To understand an instruction that has one part e.g. Get your coat.</p> <p>To enjoy listening to longer stories.</p> <p>Begin to pay attention to more than one thing at a time.</p> <p>To understand an instruction that has two parts e.g. Get your coat and line up.</p>	<p>To enjoy listening to a range of rhymes and songs.</p> <p>To pay attention for very short pockets of time.</p> <p>Begin to remember much of what happens in a story.</p> <p>To enjoy listening to a range of fiction and non-fiction.</p> <p>To pay attention for a short period of time.</p> <p>To begin to understand a question.</p>	<p>To enjoy listening to a range of fiction, non-fiction, poems, rhymes and songs.</p> <p>To show good attention skills appropriate to age.</p> <p>To understand ‘why’ questions, like: ‘Why do you think the caterpillar got so big?’</p> <p>Begin to understand how to listen carefully through rhymes and songs, paying attention to how they sound.</p> <p>To engage in story times.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

<p>Speaking</p> 	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters in books and what they are doing.</p> <p>To use simple greetings towards adults and peers (good morning/good afternoon).</p> <p>To talk about themselves and their families.</p> <p>To talk about celebrations at home.</p>	<p>To talk about story settings, characters and story structures.</p> <p>To use story language e.g. Once upon a time.</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or friend and continue for many turns.</p>	<p>Use talk to organise themselves and their play.</p> <p>Be able to express a point of view using words and some actions.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Progression of Personal, Social and Emotional Development



Skill				
<p>Self-Regulation</p> 	<p>Find ways to calm themselves (self soothe) or allow a key person to calm and comfort them.</p> <p>Find positive ways of managing transitions, for example from their parent to their key person.</p> <p>Begin to show they can wait for a turn with support and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Express and describe a range of simple emotions appropriately such as happy, sad, angry, excited in stories.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Begin to show they can wait for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Can talk about their feelings and explain why they are feeling that way e.g. "I'm sad because..." or "I love it when ...".</p> <p>Show more confidence in new social situations in different contexts within school.</p> <p>Begin to understand what others may be feeling by their reactions to other children's emotions.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>



<p>Managing Self</p> 	<p>Can express preferences and decisions appropriately through their actions or words.</p> <p>Selects and uses activities and resources, with help.</p> <p>Is able to manage their own basic hygiene with support.</p> <p>Will try new things in the Nursery setting, developing their confidence.</p>	<p>Is growing in independence, rejecting help (“me do it”).</p> <p>Select and use activities and resources, with help when needed.</p> <p>Is able to manage their own basic hygiene with support.</p> <p>Will try new things in the wider EYFS setting, developing their confidence.</p>	<p>Knows right from wrong using the structure of the Nursery routine.</p> <p>Select and use activities and resources, with help to make appropriate choices.</p> <p>Is able to manage their own basic hygiene with support if needed.</p> <p>Feels confident when taken out around the local area, and enjoy exploring new places with their key person.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
<p>Building Relationships</p> 	<p>Engages with others through gestures, gaze or talk as appropriate to their level of language.</p> <p>Play with increasing confidence on their own because they know a familiar adult is nearby and available.</p>	<p>Engages with others through talk as appropriate to their level of language.</p> <p>Play with increasing confidence alongside other children, because they know a familiar adult is nearby and available.</p> <p>Will seek help to resolve conflicts.</p>	<p>Engages with others through extended talk as appropriate to their level of language.</p> <p>Play with increasing confidence with other children, extending their ideas.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, etc</p>	<p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others’ needs.</p>
Progression of Physical Development				
Skill				
<p>Gross Motor</p> 	<p>To explore movement with a range of equipment.</p> <p>To match developing physical skills to activities – to decide whether to crawl, walk, hop, run.</p> <p>To move safely in a variety of ways exploring movement.</p>	<p>To explore movement with a range of equipment.</p> <p>To hold a balance and a still pose, understanding the control they have over their movement.</p> <p>Use games such as musical statues to explore how to hold a pose.</p>	<p>To explore movement with a range of equipment.</p> <p>To work on moving in different directions with control and balance.</p> <p>Use outside activities such as riding a scooter, balance bike or trike to</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p>

			develop and control motion, movement and stillness.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>Fine Motor</p> 	<p>Show some independence with the use cutlery during lunch times.</p> <p>Make models by pushing objects into dough. Develop skills through Dough Disco.</p> <p>Make patterns with everyday objects, wheel cutter, hammers, stamps, moulds etc</p> <p>Begin to use scissors with some support.</p>	<p>Be independent with the use cutlery during lunch times.</p> <p>Make marks using a variety of tools.</p> <p>Develop control of movement through Squiggle While you Wiggle.</p> <p>Trace and follow patterns with increasing control.</p> <p>Begin to write some recognisable letters.</p> <p>Show a developing confidence when taking part in finger gym activities.</p> <p>Developing confidence and precision when using scissors.</p>	<p>To develop and guide pupils in the use of and how to and hold mark making tools correctly.</p> <p>Start to use a preferred dominant hand.</p> <p>Develop grip, hold, pressure and control of mark making tools.</p> <p>Make more recognisable attempts at shapes and letters.</p> <p>Attempt to write own name.</p> <p>Use scissors independently.</p>	<p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>


Progression of Literacy



Skill				
<p>Comprehension</p> 	<p>To repeat and use actions, words or phrases from familiar stories or rhyme.</p> <p>To fill in the missing word or phrase in a nursery rhyme e.g. Humpty Dumpty sat on a _.</p> <p>To listen to and join in with stories and poems, when reading one -to -one and in small groups.</p> <p>To independently look at print and digital books.</p>	<p>To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>To understand one of the 5 key concepts about print carrying meaning- we read from left to right and top to bottom.</p> <p>To understand one of the 5 key concepts about print carrying meaning - explore the names of different parts of a book.</p>	<p>To understand one of the 5 key concepts about print carrying meaning - page sequencing.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

		To begin to be aware of the way stories are structured, and to tell own stories.		
<p>Word Reading</p> 	<p>To recognise familiar logos from children’s popular culture, commercial print or icons for apps.</p> <p>To recognise familiar words and signs such as own name, advertising logos and screen icons.</p>	<p>To begin to develop their phonological awareness, by spotting rhyme.</p> <p>To show interest in illustrations and words in print and digital books and words in the environment.</p> <p>To begin to develop their phonological awareness count or clap syllables.</p>	<p>To begin to develop their phonological awareness, recognise words with the same initial sound, such as money and mother.</p> <p>To begin to hear the initial sound in words.</p> <p>To begin to recognise some individual letters.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Writing</p> 	<p>Distinguishes between the different marks, they make.</p> <p>To draw and write on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>To include mark making and early writing in their play.</p> <p>To give meaning to their drawings and paintings.</p> <p>To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>	<p>To imitate adult writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>To identify the initial letter of their own name.</p> <p>To attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> <p>To begin to make letter-type shapes to represent the initial sound of their name and other familiar names like mummy/ daddy.</p>	<p>To 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; write ‘m’ for mammy.</p> <p>Begin to write/copy some or all of their name.</p> <p>Begin to write some letters accurately.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Progression of Mathematics				
Skill				
Number	<p>Represent numbers to 5.</p> <p>Explore composition to 5.</p> <p>Subitise to 5.</p>	<p>Represent numbers to 10.</p> <p>Explore composition to 10.</p> <p>Subitise to 5.</p>	<p>Solve problems and reason with representing, composing numbers to 10.</p> <p>Subitise to 5.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p>



	<p>Explore number bonds to 5 using a range of concrete resources and number rhymes.</p>	<p>Explore number bonds to 5 using a range of concrete resources, pictorial representations and number rhymes.</p> <p>Begin to explore some number bonds to 10.</p>	<p>Confidently recall number bonds to 5 without support aids.</p> <p>Develop confidence in recalling number bonds to 10.</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
<p>Numerical Pattern</p> 	<p>Daily activities counting to and beyond 20 as a group – how many children are in today? How many children are having apple for snack today?</p> <p>Introduce and explore comparative language up to 5. Use within the setting – a familiar context.</p> <p>Point out patterns, to make connections, when exploring numbers to 5 e.g. odd and even.</p> <p>Share snack equally as a class.</p>	<p>Develop independence in counting skills to and beyond 20.</p> <p>Begin to explore the use of comparative language outside of a familiar setting up to 10.</p> <p>Children to begin to independently recognise some numerical patterns e.g. odd and even numbers.</p> <p>Children to be given ownership of sharing snack, pencils, etc... out equally.</p>	<p>Confidently and independently count beyond twenty and recognise patterns in the number system.</p> <p>Confidently use comparative language within variety of contexts.</p> <p>Children to complete a range of concrete and pictorial activities linked to double facts and sharing equally.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Progression of Understanding the World

<p>Skill</p>				
<p>Past and Present</p> 	<p>Recognise and comment on images of familiar situations from the past (a picture of themselves as a baby).</p> <p>Recognise that they are part of a family.</p>	<p>Show an interest in occupations.</p> <p>Begin to make sense of their own life.</p> <p>Share and talk about members of their family, people who play a significant part within their life.</p>	<p>Compare and contrast characters from stories.</p> <p>Recognise the language of yesterday, now and tomorrow.</p> <p>Talk about experiences from their own lives.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>

				encountered in books read in class and storytelling.
<p>People, Culture and Communities</p> 	<p>Notice differences between people.</p> <p>Make some connections between their family and other families.</p> <p>Talk about things they see around them.</p>	<p>Begin to recognise that there are differences between people.</p> <p>Begin to understand that where they live forms part of a wider world.</p> <p>Share some family traditions.</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different places/countries within the world.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
<p>The Natural World</p> 	<p>Access forest school.</p> <p>Describe the changes in seasons throughout the year.</p> <p>Notice signs of autumn/winter.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see.</p>	<p>Access forest school.</p> <p>Describe the changes in seasons throughout the year.</p> <p>Notice signs of winter/spring.</p> <p>Use a wider vocabulary to talk about what they see.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to care for and respect the natural environment and all living things.</p>	<p>Access forest school.</p> <p>Describe the changes in seasons throughout the year.</p> <p>Notice signs of spring/summer.</p> <p>Talk about the differences between different animals.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Progression of Expressive Arts and Design

Skill				
<p style="text-align: center;">Creating with Materials</p> 	<p>Make choices about the size and shape of paper.</p> <p>Use paintbrushes to make marks with ready mix paint. Move the paintbrush in different ways.</p> <p>Explore using junk modelling and explore materials in the creative area, developing snipping, cutting and sticking.</p> <p>Explore making towers with different construction resources.</p>	<p>Make marks with various sized brushes, sponges, with ready mix paint, powder paint, paint blocks.</p> <p>Choose their own ways to join and explore how to join, provide appropriate enhancements, tools and resources.</p> <p>Use a mix of construction materials to explore closed and open creations.</p>	<p>Think of their own ideas and make marks for a purpose.</p> <p>Create simple representations of objects, animals, people, selecting colour for a purpose.</p> <p>After having a range of joining techniques modelled, children to practise and explore – slot, brace, flange, tabs, L brace, split pins, cellotape, glue.</p> <p>Create with small and large construction and give meaning to the structure they create.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p style="text-align: center;">Being Imaginative and Expressive</p> 	<p>Listen to stories and begin to role play given characters. Perform as a group.</p> <p>Join in with nursery rhymes with the use of props.</p> <p>Clap to the simple beat of given music.</p>	<p>Begin to adapt familiar stories – setting, characters. Perform as a group or solo.</p> <p>Develop confidence in a group setting in singing nursery rhymes.</p> <p>Simple movements (up to three) put together in time with the music.</p>	<p>Invent new stories with props to support and a bank of ideas e.g. character dice.</p> <p>Perform as a group or solo.</p> <p>Confidently sing nursery rhymes in a group or solo.</p> <p>Move in time with different music given.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>