

## **B.H. Nursery Class Planning for 3–4-Year-Olds**

The planning is for a nursery class in a rural village location. The class has 20 full-time equivalent places and is staffed by a class teacher and a nursery nurse.

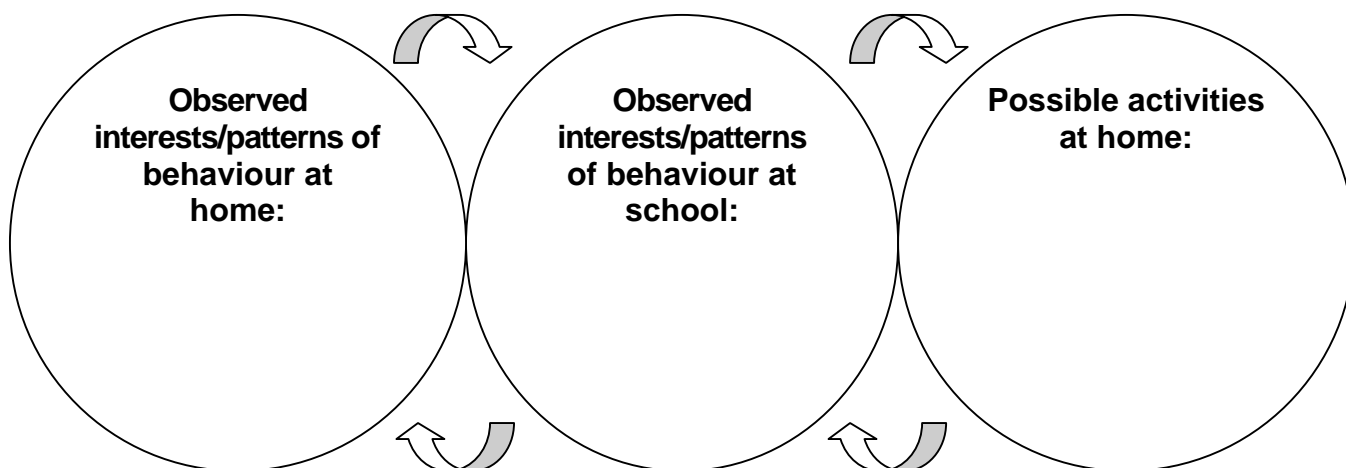
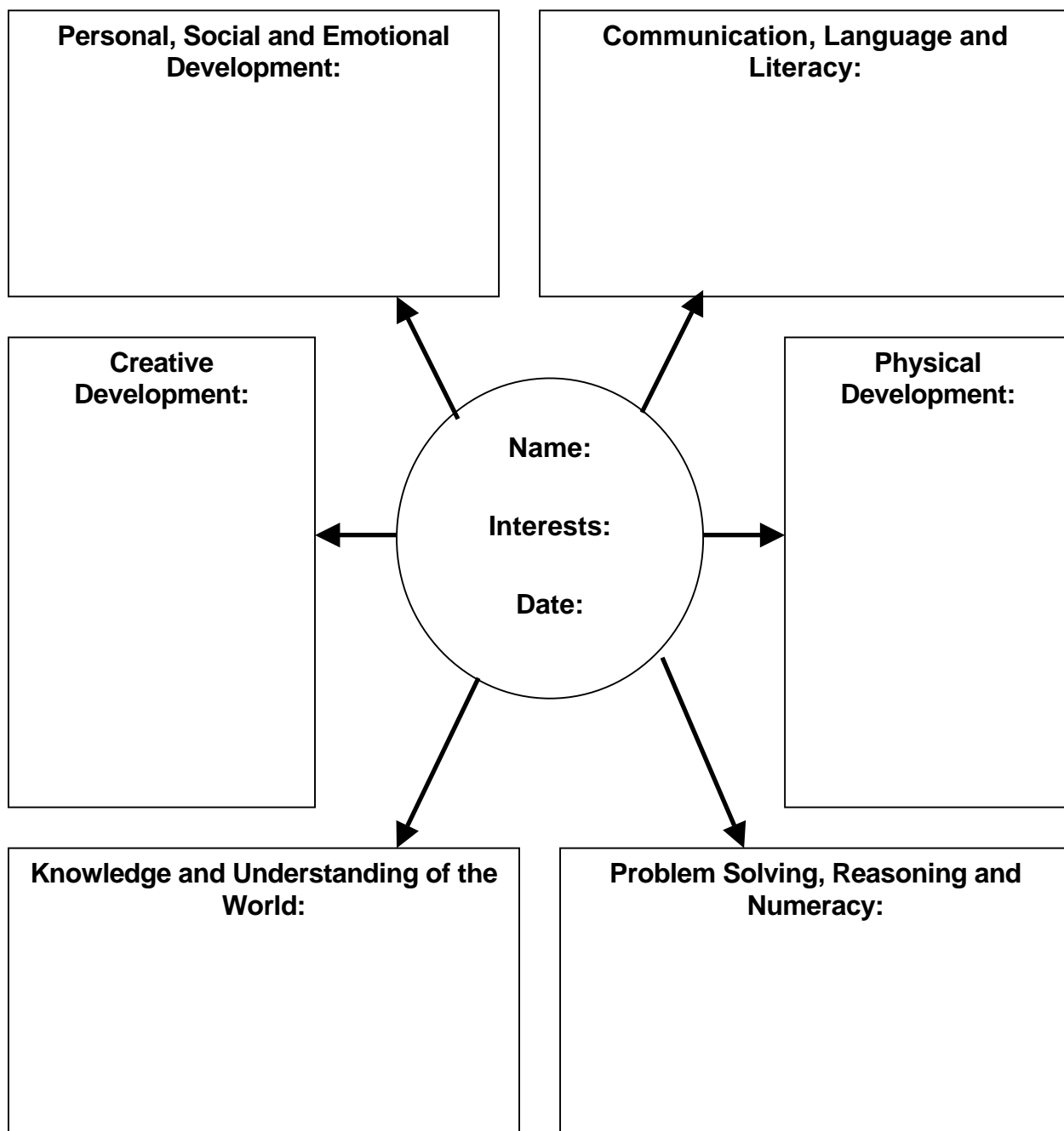
Planning includes a long-term plan, individual plans and weekly plans. Long-term plans include events that happen each year, for example, changes in seasons, celebrations and transition to Reception classes. Weekly plans ensure that the adults provide a balance of activities that will help every child make good progress towards the Early Learning Goals. Individual plans are based on the children's interests, needs and stage of development, which are identified through close observation and dialogue with parents and children.

All parents contribute to their child's individual plan by sharing information about experiences and interests at home. Activities are suggested for parents to do at home to help their child make progress. Parents are also involved in setting targets for their child and supporting their child at home to achieve targets.

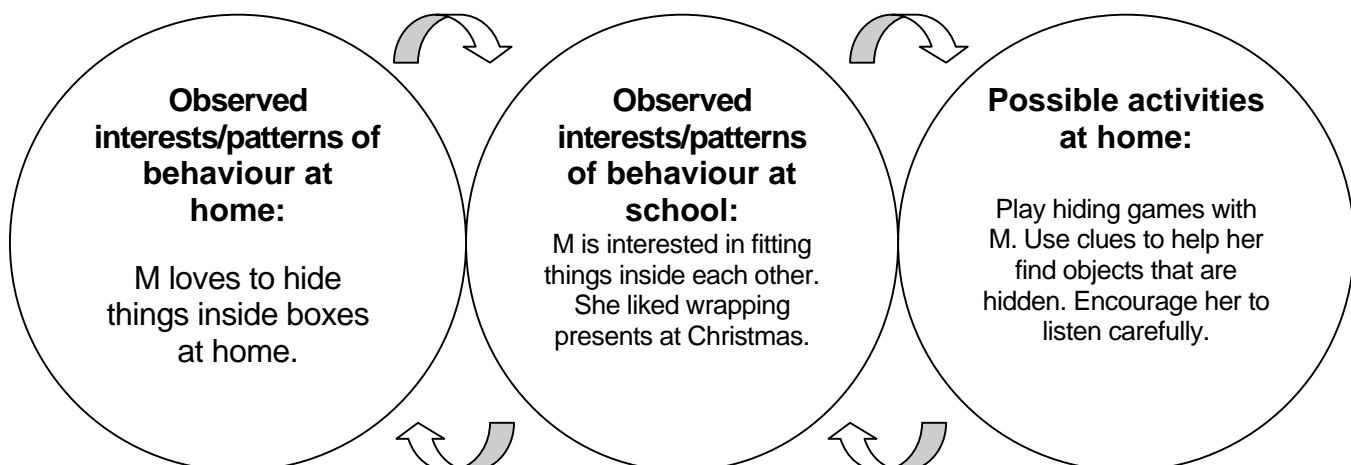
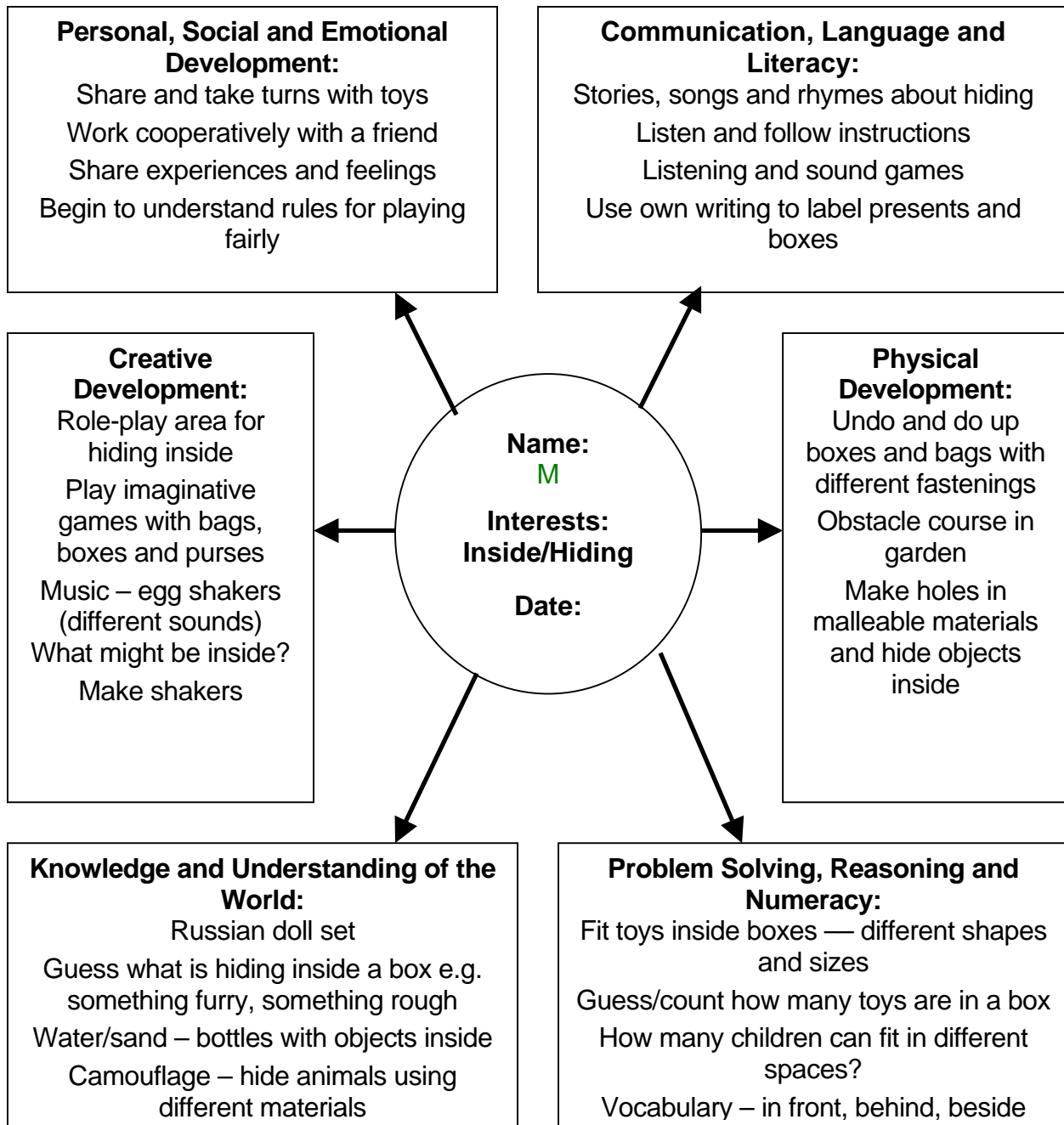
In weekly planning there is a balance of child-led and adult-initiated activities. The staff respond to the children's interests during sessions to extend their ideas and learning. After each session the staff make notes of this child-initiated play. These notes are used to monitor provision, identify emerging interests and inform future plans.

Adult-initiated activities are related to the children's observed interests and current learning needs. Although some activities are planned with particular children in mind, all children are able to choose to participate. The names of the children who have participated in activities are recorded on the plan. A weekly plan of activities is displayed for parents.

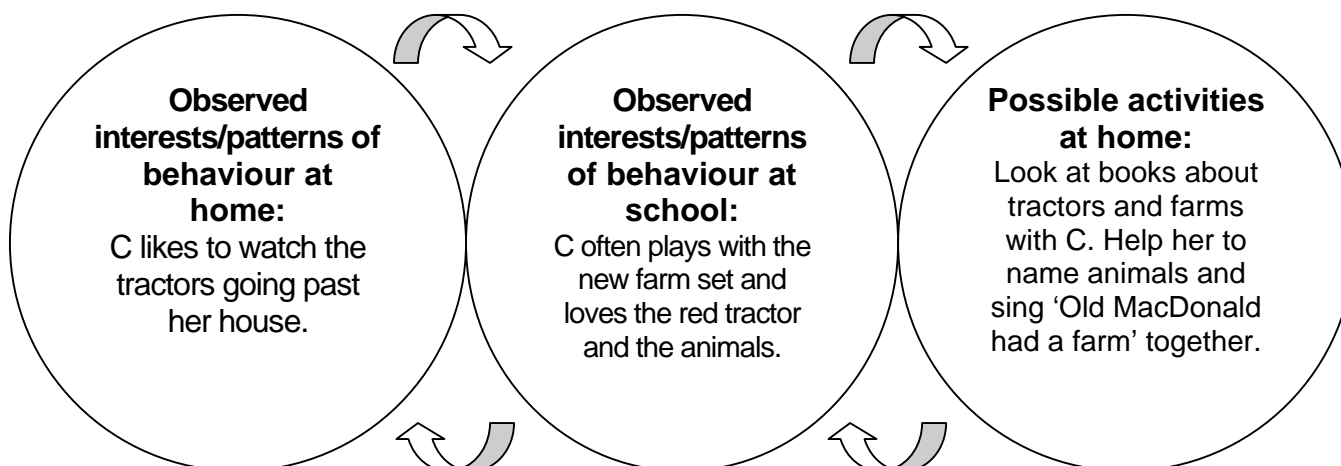
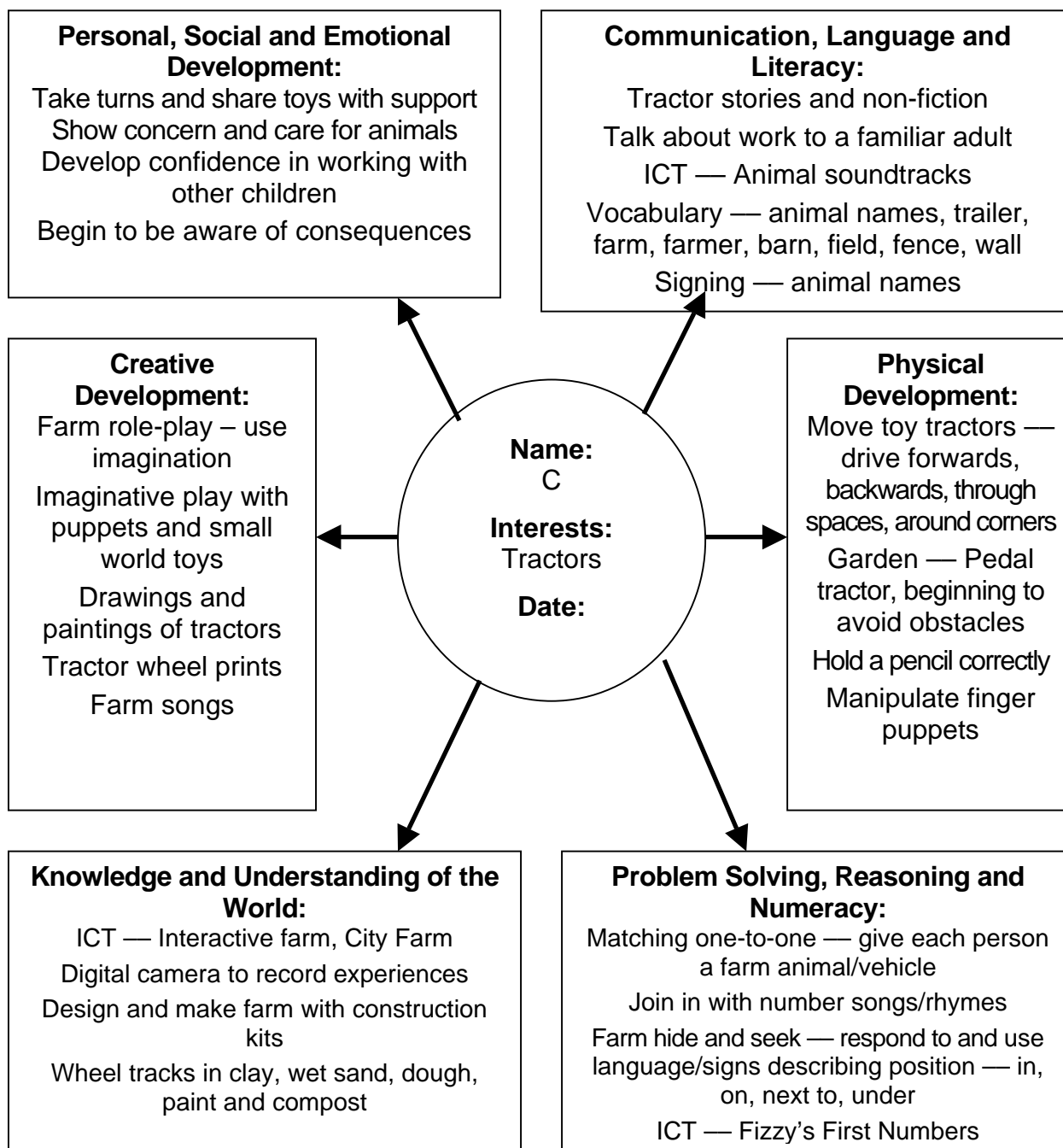
# Individual Plan



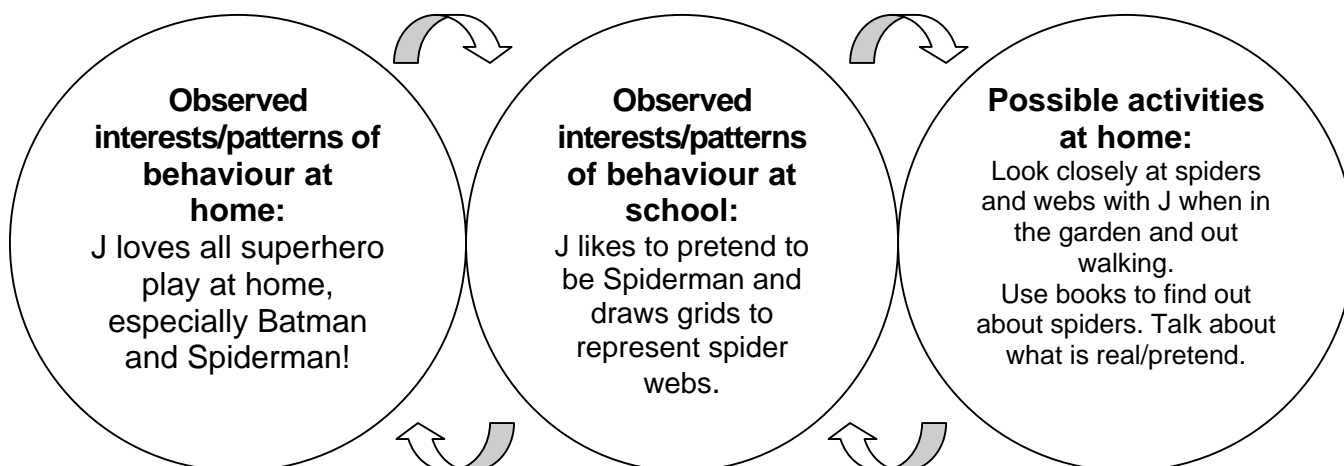
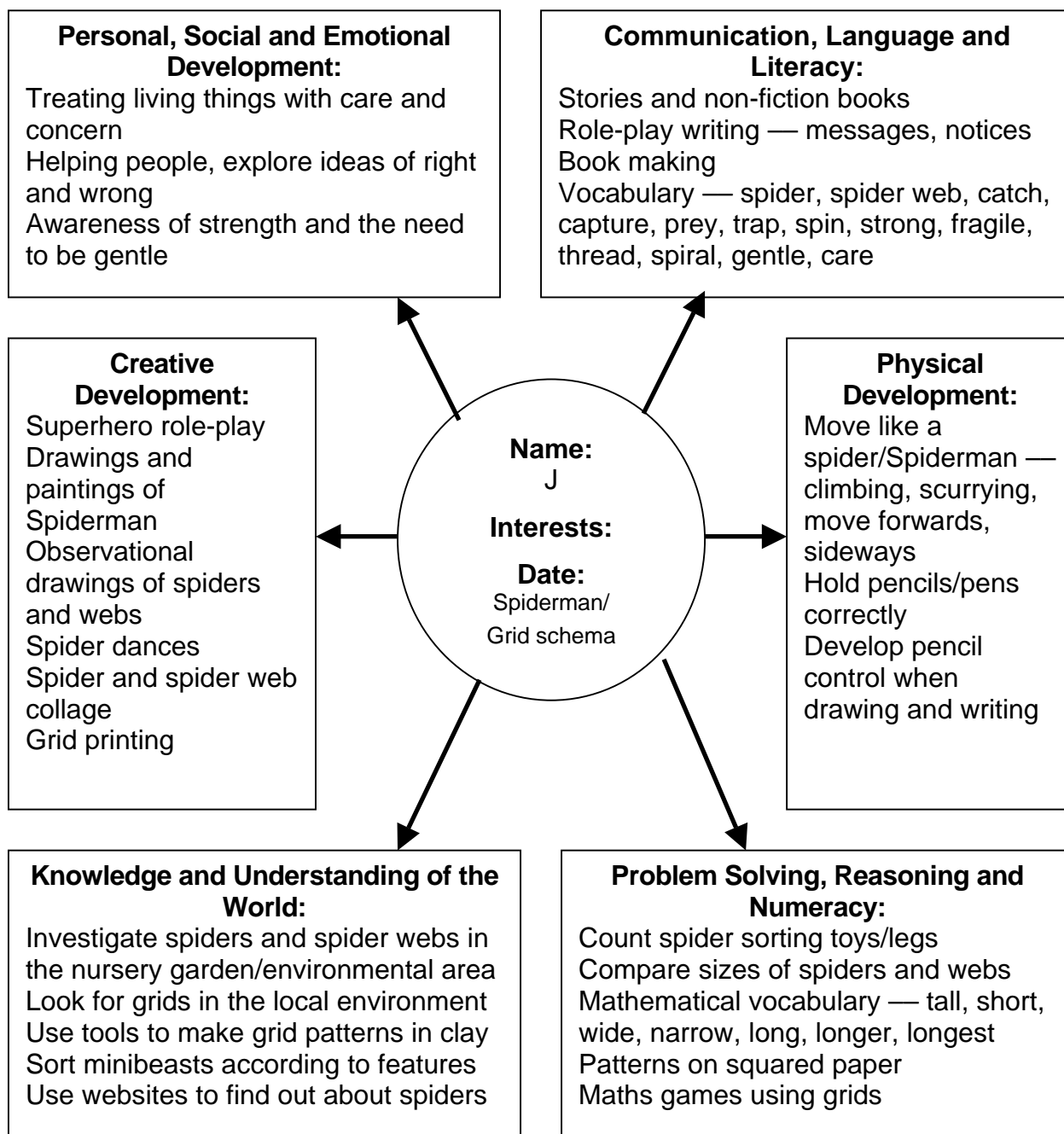
## Example: Individual Plan



## Example: Individual Plan



## Example: Individual Plan





## Example Weekly Plan

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Adult Initiated Special Activity or New Provision</b>	Mix paints  Tuff Spot, dogs and 'biscuits'	Spread crackers, cut and taste avocado, tomato, peppers and cucumber  Tractor wheel printing	Digging the vegetable patch  Story role-play	Music  CD Player – animal soundtracks	Autumn weather walk  Croissants and hot chocolate

Continuous Provision					
<b>Malleable materials</b>	Dough, activity set	Clay, tools and sponges	Cornflour and water	Dough and cutters	Dry Paints
<b>Sand</b>	Free choice	Dinosaurs	Tractors and diggers	Wheels	Containers with holes
<b>Water</b>	Boats and people	Green water and containers	Bubbles	Recycled materials	Free choice
<b>Design and Tech Area</b>	Building bricks	Farm and dolls' house	Free choice	Train set	Wooden bricks
<b>Information Technology</b>	Tizzy's Busy Week	Fizzy's Numbers	Musical Leaps and Bounds	2Simple Paint	Alphabet Soup
<b>Puzzles, toys, games</b>	Quack Quack game	People puzzles	Books and toys	Cobble Road maths game	Magnetic letters
<b>Stories and group times</b>	<i>Little Farmer Joe</i> , by Ian Whybrow and Christian Birmingham, number rhymes	<i>Webster J Duck</i> , by Martin Waddell and David Parkings, number rhymes	<i>And The Good Brown Earth</i> , by Kathy Henderson, number rhymes	<i>Handa's Hen</i> , by Eileen Browne, music, number rhymes	<i>Roaring Rockets</i> , by Tony Mitton and Ant Parker, number rhymes
<b>Food and drinks</b>	Milk, apples	Milk, crackers, tomato, avocado, cucumber	Milk, carrots	Milk, bananas	Hot chocolate, croissants
<b>Garden (activities vary according to the weather)</b>	Spades, buckets, seeds and dibbers Large sand tray	Large water equipment, aqua play	Push-along tractors Rakes, spades	Push-along tractors and toys	Wheelbarrows, rakes, buckets, sweeping brushes

Key

<b>Green</b>	Activities planned in response to the children's interests.	<b>Blue</b>	Activities to ensure a balance across the curriculum.
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## Weekly Plan (Mornings)

**Date:**

A.M.	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Milk and snack</b>	Work together to prepare milk and fruit ◇ Begin to work with another child with support  Signs – help, give	Work together to prepare milk and fruit ◇ Begin to recite numbers in order ◇ Count objects accurately (K, J)	Work together to prepare milk and fruit ◇ To count objects accurately ◇ To give explanations	Work together to prepare milk and fruit ◇ Use mathematical knowledge to begin to solve problems	Make groups of cartons ◇ Begin to say when two groups have the same number
<b>Story</b>	<i>Little Farmer Joe</i> ◇ To begin to name feelings ◇ (H, A: express own feelings)  Signs – happy, sad	<i>Webster J. Duck</i> ◇ To distinguish sounds (J, C: link sound to animal) ◇ To notice detail in pictures  Signs – animal names	<i>And The Good Brown Earth</i> ◇ To make links with previous experiences ◇ To talk about recent events (A, N: with support)  Signs – what, who	<i>Handa's Hen</i> ◇ Begin to be aware of people and cultures ◇ Begin to count objects that cannot be moved (M, E: recite numbers in order)	<i>Roaring Rockets</i> ◇ Begin to be aware of rhyming words (J, H: join in with rhyme)  Sign – listen

### Observations of child initiated play/continuous provision.

These notes are handwritten and are added during or after sessions to record child-initiated play. The notes are then used to monitor provision and inform future planning. Individual plans are based on these developing interests:

<b>Additional provision</b>	Collage materials Bears and caves	Paint, wheel on tractor	<i>Going on a Bear Hunt</i> Musical instruments	Stepping stones Teddy bears	Boxes, pebbles, dinosaurs, sand
<b>Observation</b>	H – using collage materials to make a rocket to take home and show his Dad.  K, J and A – role-play with bears and caves.	J – wheel prints using ride-on tractor in garden and paint in tuff spot. All joined in.	K, J and A with N and C – role-play and singing with <i>Going on a Bear Hunt</i> book  Musical instruments outside. All joined in.	M and E – stepping stones in garden  K, J and A with N and C – looking for bears in the wild area.	T – box collection, pebbles and dinosaurs in sand.

## Plan for Focused Activities

Date:	
Task:	
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
Children:	

Date:	
Task:	
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
Children:	

Date:	
Task:	
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
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Date:	
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PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
Children:	

Date:	
Task:	
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
Children:	

Date:	
Task:	
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
Children:	

### Example: Plan for Focused Activities

Date:	Tuesday
Task:	Spread crackers, cut and taste
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To handle one-handed tools safely</li> <li>Observe using senses</li> <li>To begin to describe textures (Ka, J, Ro, Re)</li> <li>Express preferences</li> <li>Make links with home</li> </ul> Sign – careful, home	Spread, cut, knife, sharp, careful, hold taste, juicy, soft, smooth, crunchy, circle, square. What do you like to eat at home?
Children:	
All	

Date:	Tuesday
Task:	Tractor wheel printing
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
<ul style="list-style-type: none"> <li>To explore mark-making</li> <li>To notice similarities and differences (Re, L, M: begin to describe)</li> <li>To be aware of pattern, size, shape</li> <li>To put on own apron</li> </ul> Sign – big, small	Print, mark, pattern, round, curve, straight, same, different. Are the patterns the same? How are they different?
Children:	
Ro, N, Ja, M, C, Re, L	

Date:	Wednesday
Task:	Digging the vegetable patch
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
<ul style="list-style-type: none"> <li>To explore the natural environment</li> <li>To understand that food can be grown in the ground (Jn, T, Ke)</li> <li>To manage own clothing with support</li> <li>To work together</li> <li>To recall previous experiences</li> </ul>	Vegetable patch, dig, soil, earth, ground, grow, plant, seed, food. What do the plants need to grow?
Children:	
Tommy, J, Jn, Ke, J	

Date:	Thursday
Task:	CD player and nursery rhymes
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
<ul style="list-style-type: none"> <li>To use ICT equipment with care</li> <li>To understand the function of buttons</li> <li>To listen and respond</li> <li>To join in with nursery rhymes</li> </ul> Sign – listen	Nursery rhyme characters, listen, hear, play, pause, stop, off, on. Who is the rhyme about?
Children:	
Ke, Re, H, C, E, Ka	

Date:	Thursday
Task:	Music circle time
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
<ul style="list-style-type: none"> <li>To explore the sounds of instruments</li> <li>To experiment with changing sounds</li> <li>To listen and respond to music</li> </ul> Sign – choose	Instrument names, play, quiet, loud, louder. Can you play quietly? Loudly?
Children:	
Ro, C, Keira, Re, Z, H, N, L	

Date:	Friday
Task:	Autumn weather walk
PSED CLL PSRN KUW PD CD	
Objectives:	Vocab/Questions:
<ul style="list-style-type: none"> <li>To notice features of the local environment (Ja, E, H, N: with support)</li> <li>To be aware of the weather (Ke, J, Z: notice changes)</li> <li>To communicate ideas and feelings</li> </ul> Sign – walk	Walk, weather, autumn, change, wet cold, tree, leaf. What can you see? Hear? Feel?
Children:	
All	

