

## Nursery Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social &amp; Emotional Development</b>	<p>Introducing the routines and expectations of Nursery</p> <p>A variety of circle time activities designed to promote group identity and community, managing feelings, conflict, resolution and cooperation</p>	<p>Encouraging the children to consider the feelings of others and the implications of their own actions.</p> <p>Participating in age-appropriate activities of national anti-bullying week</p>	<p>Encouraging the children to work towards goals and targets.</p> <p>Celebrate the achievement of goals and targets.</p> <p>Setting a variety of tasks that encourage everyone to work together harmoniously</p>	<p>Talking about our feelings of 'excitement'. How do we feel when we are excited?</p> <p>Talking about our feelings of 'calming down'. When do we need to be 'quiet' and when can we be 'noisy'?</p>	<p>Discussing 'relationships' and how we feel when we miss someone we love</p> <p>Exploring our feelings of 'happy', 'sad' and 'angry'</p>	<p>Exploring how we have changed over time</p> <p>Comparing skills we have now that we did not have when we starting Nursery</p>
<b>Physical Development</b>	<p>Reinforcing safety elements of using the outdoor area</p> <p>Developing independence when using the toilet and getting dressed/putting on coats.</p> <p>Encouraging the use of the outdoor area – including riding trikes, climbing on a variety of purpose built equipment and exploring the large-scale construction equipment.</p>	<p>Introducing the children to the 'bike park' highlighting safety issues.</p> <p>Experiencing the outdoor area in a variety of weather conditions</p>	<p>Introducing the children to the 'hall' as a place for 'PE'.</p> <p>Preparing the children for the large spaces available.</p>	<p>Continuing to introduce the children to the 'hall' as a place for 'PE'.</p> <p>Preparing the children to use all of the large spaces available</p>	<p>Action songs designed to develop the children's gross and small motor skills</p> <p>Sticky Kids routines to develop the ways in which children move around the hall space.</p> <p>Encourage children to think about ways to move safely.</p>	<p>Continuing to use the outdoor area to develop large motor skills to:</p> <ul style="list-style-type: none"> <li>○ Jump, Hop, Skip</li> <li>○ Balance</li> <li>○ Climb</li> </ul> <p>Continue to focus on name writing, using good pencil control with a pincer grip.</p>
<b>Communication &amp; Language</b>	<p>Encouraging the children to share their thoughts/feelings/experiences with adults and their peers</p> <p>Reinforcing the conventions of 'speaking' - turn taking and making eye contact</p>	<p>Providing a range of activities that encourage the children to recall their own experiences eg holiday</p>	<p>Providing a range of activities that encourage the children to recall their own experiences eg holiday activities.</p> <p>SPTO postcards/</p>	<p>Focusing on the sounds made by our voices – high and low pitch, long and short sounds</p>	<p>Continuing exploring the 'sounds' made by each letter of the alphabet - both visually and orally</p> <ul style="list-style-type: none"> <li>• Identifying words that begin with the same sound</li> <li>• Exploring the initial, middle</li> </ul>	<p>Supporting the children, in their play, to:</p> <ul style="list-style-type: none"> <li>○ Follow directions</li> <li>○ Use talk to connect ideas, explain what is happening and anticipate what might happen</li> </ul>

		activities	Homework requests		and end sounds of 3 letter words	<p>next, recall and relive past experiences.</p> <ul style="list-style-type: none"> <li>○ Build up a vocabulary that reflects the breadth of their experiences.</li> </ul> <p>Maintain attention, concentrate and sit quietly during appropriate activities.</p>
<b>Literacy</b>	<p>Developing our awareness of sounds in the environment</p> <p>Encouraging early reading skills by reading a variety of familiar and short stories at story time</p> <p>Beginning mark making with a variety of tools</p>	<p>Exploring the sounds of musical instruments – how instruments replicate sound effects in stories</p> <p>Using body parts to create patterns in sound.</p>	<p>Focusing on rhythm and rhyme.</p> <p>Focusing on alliterations – words beginning with the same sound.</p>	<p>Beginning to blend and segment words to talk ‘like a robot’ eg saying c-a-t for cat</p> <p>Introducing the ‘sounds’ made by each letter of the alphabet - both visually and orally and identifying words that begin with the same sound</p>	<p>Continuing exploring the ‘sounds’ made by each letter of the alphabet - both visually and orally</p> <p>Identifying words that begin with the same sound</p> <p>Exploring the initial, middle and end sounds of 3 letter words</p>	<p>Continuing to explore the ‘sounds’ made by each letter of the alphabet</p> <p>Identifying words that begin with the same sound, exploring the initial, middle and end sounds of 3 letter words</p> <p>Begin to write sounds and simple words</p> <p>Continuing with name writing</p>
<b>Mathematics</b>	<p>Singing simple number rhymes including numbers up to 10</p> <p>Comparing the size of body parts, particularly hands and feet</p> <p>Recognising numbers are all around us</p>	<p>Exploring the importance of numbers in the environment.</p> <p>Counting sets of objects accurately and combining sets of objects to ask how many altogether?</p>	<p>Comparing sets of objects, identifying ‘more’ and ‘less’</p> <p>Beginning to match numerals to set values.</p> <p>Making and continuing patterns.</p>	<p>Introducing numerals to the children – 1-5 and extending 1-10</p> <p>Counting sets with 1 to 1 correspondence</p>	<p>Making number books to recognise numerals/digits in the environment, beginning with 1-5, then 1-10 and beyond</p> <p>Comparing sets of objects identifying ‘more’ and ‘less’</p>	<p>Using a variety of resources to</p> <ul style="list-style-type: none"> <li>○ Recognise numbers 1-10</li> <li>○ Count sets of objects 1-10</li> <li>○ Order numbers 1-10</li> <li>○ Count forwards and backwards 1-10</li> </ul> <p>Begin to use mathematical names for 3D and 2D shapes, and describe them</p>
<b>Understanding of The World</b>	<p>Introducing the Jewish Festival of Rosh Hashanah and the Muslim Festival of Eid</p>	<p>Celebrating Diwali</p> <p>Introducing</p>	<p>Using the children’s ‘holiday’ postcards to</p>	<p>Looking at special days–</p> <ul style="list-style-type: none"> <li>● Shrove Tuesday</li> </ul>	<p>Following the themes presented by the children from their ‘holiday story maps’</p>	<p>Supporting the children with their ICT skills, making music and being DJ’s!</p>

	Introducing 'programmable toys' that the children can 'control' to move in forwards, backwards and sideways directions	Christmas, a special time for Christians. Telling the story of Christmas using Nativity figures, videos and participating in a Nativity performance.	develop the children's own interests in the Nursery setting.  Developing Forest experiences and learning about Our World through first hand experiences	<ul style="list-style-type: none"> <li>• Ash Wednesday</li> <li>• St David's Day</li> <li>• St Patrick's Day</li> <li>• Mother's Day</li> </ul>	Using 'real life' ICT equipment to record their activities and play-cameras, iPads, and camcorders.	
<b>Expressive Arts &amp; Design</b>	<p>Painting portraits of ourselves</p> <p>Joining in with a variety of rhymes and songs</p> <p>Exploring which parts of the body can be used to make sounds to accompany songs</p>	Creating artwork in response to festivals – Diwali (splatter paintings) & Christmas (collage work)	<p>Using music, rhythm, story, song, rhyme, sensory play and dance to teach essential skills for writing:</p> <p>coordination, rhythm, wrist strength &amp; flexibility, balance between tension &amp; relaxation, flowing angular &amp; circular movements, control of speed &amp; direction of movements, control of pressure and concentration</p>	Using a variety of painting techniques to copy and recreate different textures	Encouraging the children to represent their experiences, as presented by their 'holiday envelopes' using a variety of media: <ul style="list-style-type: none"> <li>• Painting</li> <li>• Role-play</li> <li>• Collage</li> <li>• Singing</li> <li>• Story telling</li> </ul>	<p>Beginning to build up a repertoire of songs and dances</p> <p>Engage in a range of role-play opportunities eg shop, pirates, travel agents</p> <p>Experiment with colour and how colours can be changed</p>