**Nursery Long Term Curriculum Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Personal, Social & Emotional Development** | Introducing the routines and expectations of Nursery  A variety of circle time activities designed to promote group identity and community, managing feelings, conflict, resolution and cooperation | Encouraging the children to consider the feelings of others and the implications of their own actions.  Participating in age-appropriate activities of national anti-bullying week | Encouraging the children to work towards goals and targets.    Celebrate the achievement of goals and targets.  Setting a variety of tasks that encourage everyone to work together harmoniously | Talking about our feelings of ‘excitement’. How do we feel when we are excited?  Talking about our feelings of ‘calming down’. When do we need to be ‘quiet’ and when can we be ‘noisy’? | Discussing ‘relationships’ and how we feel when we miss someone we love  Exploring our feelings of ‘happy’, ‘sad’ and ‘angry’ | Exploring how we have changed over time  Comparing skills we have now that we did not have when we starting Nursery |
| **Physical Development** | Reinforcing safety elements of using the outdoor area  Developing independence when using the toilet and getting dressed/putting on coats.  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. | Introducing the children to the ‘bike park’ highlighting safety issues.  Experiencing the outdoor area in a variety of weather conditions | Introducing the children to the ‘hall’ as a place for ‘PE’.  Preparing the children for the large spaces available. | Continuing to introduce the children to the ‘hall’ as a place for ‘PE’.  Preparing the children to use all of the large spaces available | Action songs designed to develop the children’s gross and small motor skills  Sticky Kids routines to develop the ways in which children move around the hall space.  Encourage children to think about ways to move safely. | Continuing to use the outdoor area to develop large motor skills to:   * + Jump, Hop, Skip   + Balance   + Climb   Continue to focus on name writing, using good pencil control with a pincer grip. |
| **Communication & Language** | Encouraging the children to share their thoughts/feelings/experiences with adults and their peers  Reinforcing the conventions of ‘speaking’ - turn taking and making eye contact | Providing a range of activities that encourage the children to recall their own experiences e.g. holiday activities | Providing a range of activities that encourage the children to recall their own experiences e.g. holiday activities.  Homework requests and sharing information/photographs from home | Focusing on the sounds made by our voices – high and low pitch, long and short sounds | Continuing exploring the ‘sounds’ made by each letter of the alphabet - both visually and orally   * Identifying words that begin with the same sound * Exploring the initial, middle and end sounds of 3 letter words | Supporting the children, in their play, to:   * + Follow directions   + Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.   + Build up a vocabulary that reflects the breadth of their experiences.   Maintain attention, concentrate and sit quietly during appropriate activities. |
| **Literacy** | Developing our awareness of sounds in the environment  Encouraging early reading skills by reading a variety of familiar and short stories at story time  Beginning mark making with a variety of tools | Exploring the sounds of musical instruments – how instruments replicate sound effects in stories  Using body parts to create patterns in sound. | Focusing on rhythm and rhyme.  Focusing on alliterations – words beginning with the same sound. | Beginning to blend and segment words to talk ‘like a robot’ e.g. saying c-a-t for cat  Introducing the ‘sounds’ made by each letter of the alphabet - both visually and orally and identifying words that begin with the same sound | Continuing exploring the ‘sounds’ made by each letter of the alphabet - both visually and orally  Identifying words that begin with the same sound  Exploring the initial, middle and end sounds of 3 letter words | Continuing to explore the ‘sounds’ made by each letter of the alphabet  Identifying words that begin with the same sound, exploring the initial, middle and end sounds of 3 letter words  Begin to write sounds and simple words  Continuing with name writing |
| **Mathematics** | Singing simple number rhymes including numbers up to 10  Comparing the size of body parts, particularly hands and feet  Recognising numbers are all around us | Exploring the importance of numbers in the environment.  Counting sets of objects accurately and combining sets of objects to ask how many altogether? | Comparing sets of objects, identifying ‘more’ and ‘less’  Beginning to match numerals to set values.  Making and continuing patterns. | Introducing numerals to the children – 1-5 and extending 1-10  Counting sets with 1 to 1 correspondence | Making number books to recognise numerals/digits in the environment, beginning with 1-5, then 1-10 and beyond  Comparing sets of objects identifying ‘more’ and ‘less’ | Using a variety of resources to   * Recognise numbers 1-10 * Count sets of objects 1-10 * Order numbers 1-10 * Count forwards and backwards 1-10   Begin to use mathematical names for 3D and 2D shapes, and describe them |
| **Understanding of The World** | Introducing the Jewish Festival of Rosh Hashanah and the Muslim Festival of Eid  Introducing ‘programmable toys’ that the children can ‘control’ to move in forwards, backwards and sideways directions | Celebrating Diwali  Introducing Christmas, a special time for Christians. Telling the story of Christmas using Nativity figures, videos and participating in a Nativity performance. | Using the children’s information from home to develop their own interests in the Nursery setting.  Developing Forest experiences and learning about Our World through first hand experiences | Looking at special days–   * Shrove Tuesday * Ash Wednesday * St David’s Day * St Patrick’s Day * Mother’s Day | Following the themes presented by the children. Use discussions with parents to support this.  Using ‘real life’ ICT equipment to record their activities and play- cameras, iPads, and camcorders. | Supporting the children with their ICT skills, making music and being DJ’s! |
| **Expressive Arts & Design** | Painting portraits of ourselves  Joining in with a variety of rhymes and songs  Exploring which parts of the body can be used to make sounds to accompany songs | Creating artwork in response to festivals – Diwali (splatter paintings) & Christmas (collage work) | Using music, rhythm, story, song, rhyme, sensory play and dance to teach essential skills for writing:  coordination, rhythm, wrist strength & flexibility, balance between tension & relaxation, flowing angular & circular movements, control of speed & direction of movements, control of pressure and concentration | Using a variety of painting techniques to copy and recreate different textures | Encouraging the children to represent their experiences, as presented by their ‘holiday news’ using a variety of media:   * Painting * Role-play * Collage * Singing * Story telling | Beginning to build up a repertoire of songs and dances  Engage in a range of role-play opportunities eg shop, pirates, travel agents  Experiment with colour and how colours can be changed |