

# Nursery Long Term Curriculum Plan

Marvellous Me		Wonderful World		Get Growing	
Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>Communication &amp; Language</b> * Listening, Attention and Understanding * Speaking * The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.					
I wonder how I can show I am listening?	I wonder how I can ask for help?	I wonder how to take turns in conversation?  Begin to send library books home	I wonder how to talk about what I see?  C&L themed stay and play	I wonder how to ask simple questions?	I wonder how to give my opinion?
Little Wandle Phonics					
<b>Physical Development</b> Gross Motor Skills * Fine Motor Skills					
Developing skills to become independent in Nursery (e.g. toileting, washing hands, getting ready to play outside etc)  We are developing these physical skills: <ul style="list-style-type: none"> <li>balancing,</li> <li>riding (scooters, trikes &amp; bikes)</li> <li>Jumping with both feet off the ground</li> <li>Running confidently</li> <li>Manipulation &amp; control e.g. tearing paper</li> </ul>	We are developing these physical skills: <ul style="list-style-type: none"> <li>Climb up apparatus, steps or stairs using alternate feet.</li> <li>Skip, hop, stand on one leg &amp; hold a pose for a game like musical statues</li> <li>Using large-muscle movements to wave flags, streamers, paint &amp; make marks</li> <li>Using one-handed tools &amp; equipment, for example, making snips in paper with scissors.</li> <li>Using a comfortable grip with good control when holding pens &amp; pencils.</li> <li>Showing a preference for a dominant hand.</li> </ul>	We are developing these physical skills: <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed &amp; undressed</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth</li> <li>Start taking part in group activities which they make up for themselves, or in teams.</li> <li>Eat independently &amp; learn how to use a knife &amp; fork.</li> <li>Begin to record letters using correct formation</li> <li>Gain control when kicking a ball</li> <li>Catch a large ball</li> </ul>	We are developing these physical skills: <ul style="list-style-type: none"> <li>Be increasingly able to use &amp; remember sequences &amp; patterns of movements which are related to music &amp; rhythm.</li> <li>Match their developing physical skills to tasks &amp; activities in the setting.</li> <li>Choose the right resources to carry out their own plan.</li> </ul>	We are developing these physical skills: <ul style="list-style-type: none"> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Revise and refine the fundamental movement skills they have already acquired.</li> <li>Progress to more fluid movements with greater control.</li> <li>Develop control when balancing on different body parts such as tummy, bottom, hands, one foot.</li> </ul>	We are developing our knowledge and these physical skills: <ul style="list-style-type: none"> <li>Understand that some foods are healthier for us &amp; some are less so.</li> <li>Talk about how their body feels after exercise &amp; knows that this activity is positive for our health.</li> <li>Make healthy choices about food, drink, activity &amp; toothbrushing.</li> </ul>
<b>Fine Motor Skills</b> Finger Gym/Messy Play: pencil control, scissor skills, threading, using tools like single hole punches & tweezers: playdough & clay manipulation, peg chat Developing tripod pencil grip: sorting small objects: using a range of mark making tools with increasing control					
<b>Personal, Social &amp; Emotional Development</b> Self- Regulation * Managing Self * Building Relationships					

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At Alwoodley Primary we want our pupils to develop a secure sense of self. We want to support them to understand and value how they fit into and contribute to the world. We place a strong emphasis on: emotional literacy, building resilience and nurturing mental and physical health. This is so that our learners leave our school ready to navigate the world that they live in and have the ability to develop positive relationships with themselves and others.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts amicably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Jigsaw PSHE scheme Being me in my world	Jigsaw PSHE scheme Celebrating Difference	Jigsaw PSHE scheme Dreams and Goals	Jigsaw PSHE scheme Healthy Me	Jigsaw PSHE scheme Relationships	Jigsaw PSHE scheme Changing Me
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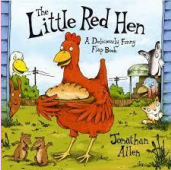
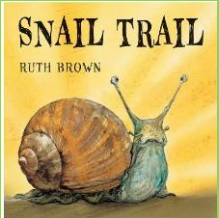
## Literacy-Key Book Focus Comprehension & Word Reading

Storytimes are prioritised in Nursery to lay the foundations for a lifelong love of reading. Children will typically hear 3 high quality texts being read each day which compliment our topic or their interests. Provision enhancements are planned to engage children actively in these stories as well as sharing non-fiction books, rhymes and poems. Opportunities are then planned to provide children with relevant and engaging ways to use and embed new words in a range of contexts.

### Writing

Opportunities for early mark making can be found in all relevant areas of provision, linking to children's interests and stages of development. Children are supported to develop their pencil grip and develop effective and controlled use of a range of mark making tools. Children will develop a positive attitude towards mark making and see modelled writing for a purpose from adults such as scribing their stories for them.

**We follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance.  
The focus is on daily oral blending and language development through high quality stories and rhymes.**

Kindness makes us Stronger	Monster Clothes	Where's Lenny?	Would you rather?	Lulu loves the library	
 <ul style="list-style-type: none"> <li>• The Little Red Hen</li> <li>• Brown Bear Brown Bear</li> <li>• Mixed up Chameleon</li> <li>• Chicken Licken</li> <li>• Ruby's worry</li> </ul>	 <ul style="list-style-type: none"> <li>• Going on A Bear Hunt</li> <li>• Going on a Pumpkin Hunt</li> <li>• It's okay to be different</li> <li>• Meesha makes Friends</li> </ul>	 <ul style="list-style-type: none"> <li>• Three Little Pigs</li> <li>• Goldilocks &amp; the three bears</li> <li>• How do you make a rainbow?</li> <li>• Polar Bear, Polar Bear, what do you Hear?</li> </ul>	 <ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Look Up</li> <li>• We're Going on a Lion Hunt</li> <li>• Ravi's Roar</li> <li>• Tilda tries again</li> </ul>	 <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar</li> <li>• Jack &amp; the Beanstalk</li> <li>• Jasper's Beanstalk</li> <li>• The Extraordinary Gardener</li> </ul>	 <ul style="list-style-type: none"> <li>• Snail Trail</li> <li>• Matisse's magical trail</li> <li>• Superworm</li> <li>• Walter the Wondersnail</li> <li>• I can only draw worms</li> </ul>

**Mathematics  
Number \* Numerical Patterns \* Shape**

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<ul style="list-style-type: none"> <li>*Matching &amp; sorting colours and objects</li> <li>*Ordering / sorting objects by size</li> <li>*Create ABAB patterns (e.g., stick, leaf, stick, leaf)</li> <li>*Talk about &amp; identify patterns around them.</li> <li>*Noticing &amp; correcting an error in a repeating pattern.</li> <li>*Combine shapes to make new ones.</li> <li>*Select shapes appropriately.</li> <li>*Movement Patterns</li> <li>*Sequencing familiar routines</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to count objects, actions &amp; sounds using 5 key principles of counting</li> <li>*Begin to describe sequence of events.</li> <li>*Compare quantities using language 'more than' &amp; 'fewer than'.</li> <li>*Saying one number for each item in order up to 3</li> <li>*Develop fast recognition of up to 2 objects without counting them (subitising)</li> <li>*Extend AB colour/ object patterns. Spot mistakes.</li> <li>*Exploring numbers 0, 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>*Develop fast recognition of up to 3 objects without counting them (subitising)</li> <li>*Relate 3 to literacy links- 3 little pigs &amp; Goldilocks</li> <li>*Showing finger numbers up to 3</li> <li>*Knowing that the last number when counting is total number of objects.</li> <li>*Exploring number 3.</li> <li>*Composition of numbers</li> <li>*Develop use of 5 frame</li> <li>*Explore concept of time through night and day</li> </ul>	<ul style="list-style-type: none"> <li>*Exploring numbers 4 &amp; 5</li> <li>*Develop fast recognition of up to 5 objects without counting them (subitising)</li> <li>*Showing finger numbers up to 5</li> <li>*Talk about &amp; explore 2D &amp; 3D shapes.</li> <li>*Introduce key vocabulary to support discussion about height, length, mass and capacity with associated opportunities to explore during play.</li> </ul>	<ul style="list-style-type: none"> <li>*Consolidate numbers 0-5</li> <li>*Reciting numbers past 5 &amp; link numerals &amp; amounts.</li> <li>*Experimenting with their own symbols &amp; marks as well as numerals.</li> <li>*Develop an understanding of the place value for zero.</li> <li>*Revisit pattern</li> <li>*Revisit ordering events</li> <li>*Consolidate positional language-covered throughout the year through stories &amp; adult modelling in provision</li> </ul>	<ul style="list-style-type: none"> <li>*Solving real world mathematical problems</li> <li>*Describing a familiar route &amp; discussing routes &amp; locations using positional vocabulary</li> <li>*Explore more than/ fewer than</li> <li>*One more/ one less</li> </ul>
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## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our diverse world.

## Past and Present

<p>Who am I and who is in my family? What have I celebrated with my family?</p>	<p>What have I celebrated with my family?</p>	<p>My life in pictures Three Little Pigs Invasion focus</p>	<p>How has the Nursery garden changed since winter?</p>	<p>How are the seeds and plants changing? Who is the King?</p>	<p>How have I changed? -what can I do now that I couldn't when I started Nursery?</p>
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## People, Culture and Communities

<ul style="list-style-type: none"> <li>*Learning that we live in Leeds</li> <li>* What have you celebrated at home? (birthdays)</li> <li>*Who is in my family?</li> <li>*What type of house do and others live in?</li> </ul>	<ul style="list-style-type: none"> <li>* What have you celebrated at home? (Bonfires/ fireworks?)</li> </ul>	<ul style="list-style-type: none"> <li>*What have you celebrated at home? (Christmas? Hanukah?)</li> <li>*Chinese New Year Celebration</li> <li>*Continuing to celebrate differences</li> </ul>	<ul style="list-style-type: none"> <li>* What have you celebrated at home? (Shrove Tuesday/Holi / Mother's Day)</li> <li>*Birthdays &amp; special times at home/ with family</li> <li>*Show interest and talk about different occupations</li> </ul>	<ul style="list-style-type: none"> <li>* What have you celebrated at home? (Eid, Easter, Vaisaki)</li> <li>* Draw a simple map showing a key feature and follow a simple map around the outdoor area</li> </ul>	<ul style="list-style-type: none"> <li>* What have you celebrated at home? (Father's Day)</li> <li>* Know they live in Leeds</li> <li>* Grandparent afternoon tea</li> </ul>
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## The Natural World

<ul style="list-style-type: none"> <li>*What can you see around you?</li> <li>*What is the weather like today- what should I wear?</li> <li>*What body parts do I have?</li> <li>*Where does food come from? (Make bread like the little red hen)</li> </ul>	<ul style="list-style-type: none"> <li>*What happens when you mix it? (primary colour mixing)</li> <li>*What are my 5 senses?</li> <li>*What is the weather like today- what should I wear?</li> </ul>	<ul style="list-style-type: none"> <li>*What is in the sky?</li> <li>*What is the moon?</li> <li>*What is the weather like today- what should I wear?</li> <li>*Freezing/ melting outside linking to weather conditions snow/ ice</li> </ul>	<ul style="list-style-type: none"> <li>* How is where I live different to the places I see in books?</li> <li>*What is the weather like today- what should I wear?</li> <li>*What animal is that? -matching baby animals</li> </ul>	<ul style="list-style-type: none"> <li>*What can I grow for my dinner?</li> <li>*What is inside an egg? Hatching chicks / caterpillar lifecycles.</li> <li>*What is the weather like today- what should I wear?</li> <li>*Who lives in this habitat?</li> </ul>	<ul style="list-style-type: none"> <li>* What can I grow for my dinner?</li> <li>*What is the weather like today- what should I wear?</li> </ul>
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## Technology

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<p>*Imitates appropriate use of everyday technology in role play- microwave/ kettle/ iron/ fridge/ toaster/ drill</p> <p>* IWB-range of games</p> <p>* Understand that in addition to touch screens, a keyboard and mouse are tools for navigating a computer and entering text.</p>	<p>* IWB-range of games</p> <p>* Understand that cameras can take still and moving images</p>	<p>* IWB- understand how to use a simple 'paint' programme</p> <p>*Torches and tent link to light and dark- switches torches on and off</p>	<p>* Developing IWB use- complete an age appropriate game</p> <p>* Understand that technological devices can be used to record and play back sounds.</p>	<p>*With help search for and choose images from the internet.</p> <p>*Begin to understand online safety- doing things with an adult</p>	<p>* Play with equipment that simulates control devices (push button toys/Remote control cars/ Beebots (forwards and backwards)</p> <p>*Sound buttons/books</p>
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## Expressive Arts & Design

<p><u>Creative</u></p> <p>*Self -portrait- drawing for baseline assessment</p> <p>*Pumpkin Collage</p> <p>*Salt dough hedgehogs</p> <p>*Leaf printing</p> <p>* Artist Study: <b>Frank Bowling</b> - collage skills &amp; colour mixing</p>	<p><u>Creative</u></p> <p>*Self-portrait painting for calendar</p> <p>*Firework art- printing</p> <p>*Poppy pictures- collage (find 5 petals)</p> <p>*Christmas Cards</p>	<p><u>Creative</u></p> <p>*Colour Mixing-Winter colours- blue / white &amp; earth colours green, blue, yellow</p> <p>*Junk modelling</p> <p>*Drawing our houses</p> <p>* Artist Study <b>Andy Goldsworthy</b>- natural objects, shapes, circles and spirals</p> <p>* Chinese symbols/ writing</p>	<p><u>Creative</u></p> <p>*Observational drawings/ paintings- Spring flowers &amp; fruit</p> <p>*Self -portrait- drawing for assessment</p> <p>*Favourite Safari animal-using IWB Paint program</p> <p>*Artist Study: <b>Minnie Pwerle</b>- Indigenous Australian Art, colour and pattern</p>	<p><u>Creative</u></p> <p>*Butterfly art</p> <p>*Colour mixing – Warm colours- red, yellow, orange</p> <p>*Pointillism- primroses with cotton buds</p> <p><u>Music</u></p> <p>* Use rhythm &amp; rhyme skills when singing nursery rhymes.</p>	<p><u>Creative</u></p> <p>*Fruit printing/ drawing/ painting</p> <p>*Making mini beasts- salt dough/ pipe cleaners/ egg boxes etc</p> <p>*Artist Study: <b>Matisse</b></p>
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## Music

<p><b>Let's be friends</b></p> <p>This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</p>	<p><b>Travel and movement</b></p> <p>This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car...</p>	<p><b>This is me</b></p> <p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p>	<p><b>Animal tea party</b></p> <p>This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity 'Bang my drum'.</p>	<p><b>I've got feelings</b></p> <p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to.</p>	<p><b>Let's jam!</b></p> <p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.</p>
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## Visitors and Wider Curriculum

<p>*Autumn walks around school</p> <p>* Dentistry visitors/Colgate</p> <p><u>Food</u></p> <p>*Bread rolls</p>	<p>*Walk around school when icy &amp; frosty-signs of Winter changing from Autumn</p> <p><u>Food</u></p> <p>*Mixing &amp; decorating Christmas cakes</p>	<p>*Winter walks around school</p> <p>*Police, Doctor and Fire Service</p> <p><u>Food</u></p> <p>*Cutting soft fruits for snack</p>	<p>*Spring walk around school</p> <p>*Using Google Earth to explore around local area- compare local area landscape to pictures in books</p> <p>*Famous person from Leeds visit</p> <p>*Planting bulbs/ sowing seeds</p> <p><u>Food</u></p> <p>* Fresh fruit salad</p>	<p>*Librarian visit</p> <p>*Caring for chicks/ caterpillars</p> <p>* Growing plants</p> <p>*Farm Visitor</p> <p><u>Food</u></p> <p>* Chapattis</p>	<p>*Summer walk around school-compare changes from Spring</p> <p>*Summer picnic</p> <p><u>Food</u></p> <p>* Chocolate Dipped Strawberries</p>
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## Parental / Family Engagement

- Stay & Play sessions to support settling in & chance for parents to meet each other
- Harvest Festival

- EAL parents support café
- Table top Christmas Sale
- Christmas sing a long

- Parents Consultations

- Stay & Play

- \*Stay & play parents coronation event

- \* Grandparent afternoon tea