

Nursery: Long-term plan Curriculum Overview

Please note – This is a flexible yearly plan which may be changed and/or developed in accordance with children’s ideas and interests. Any planned activities will always reflect the seven key features of effective practice. It is also crucial that all planning and assessment is underpinned by the three characteristics of effective learning.

	1st Sept – 24th Oct INSET: 1st Sept	3rd Nov – 19th Dec INSET: 4th Nov	5th Jan – 13th Feb	23rd Feb – 27th Mar	13th April – 22nd May May Day: 4th May	1st June – 17th July INSET: 19th June 22nd June 20th July
Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested topic	Home sweet home 	It's a Party! 	Let's Go! 	It's a Bug's Life 	Once Upon a Time 	Our Wonderful World 
Seasonal	Starting school Autumn Harvest	Bonfire Night Winter Christmas	Winter	Spring Mother's Day Easter (Bonnets/egg hunt) World Book Day	Summer	Sports Day Father's Day
Come & See	Myself, Welcome, Birthday Judaism		Celebrating, Gathering, Growing		Good News, Friends, Our World, Islam	
Educational Visits/Visitors/Enhancements	Key Person tea party Colour Walk Welly Walk More TBC		Easter bonnet parade World book day Fire Engine visit Police officer/car visit More TBC		Fire Engine visit Police officer/car visit Fairytale Ball Recycling event/ Junk modelling More TBC	



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Communication & Language PRIME	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Start a conversation with an adult or a friend and continue it for many turns. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Personal, Social & Emotional Development PRIME	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Increasingly follow rules, understanding why they are important. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Play with one or more other children, extending and elaborating play ideas. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them. • Show more confidence in new social situations. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Talk with others to solve conflicts. • Make healthy choices about food, drink, activity and toothbrushing.



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Physical Development PRIME	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Show a preference for a dominant hand. 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Literacy SPECIFIC	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Write some or all of their name. 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 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; writing 'm' for mummy. Write some letters accurately



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<p>Mathematical Development</p> <p style="text-align: center;">SPECIFIC</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than' • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc.
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Understanding the World SPECIFIC	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Talk about the differences between materials and changes they notice. • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Show interest in different occupations. • Explore how things work. • Explore and talk about different forces they can feel.
Expressive Arts and Design SPECIFIC	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Remember and sing entire songs. 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Create their own songs, or improvise a song around one they know.