



Long Term Curriculum Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Leaves & Loaves	Candles and Cakes Bears and Boxes Christmas	Roar and Run Chinese NY	Once Upon a Time Spring in to Spring	Castles in the Air Feathers and Fur	Heroes and Helpers Wings & Worms Chase & Change
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Wild Animals Exploring and Hunting Tea parties Expressing likes and dislikes-different foods Seasonal changes – Winter/Spring Easter/ Mother's Day Chicks and New Life Growth and changes Favourite stories-book language		Growing and changing Plants and flowers Human body, senses Keeping fit and healthy Animals and minibeasts Life cycles Seasonal changes – Spring/Summer Our Heroes-Father's Day People who Help Us	
Key stories and books (Not an exhaustive list)	Owl Babies Little Red Hen Gingerbread Man Winnie's Amazing Pumpkin Whatever Next Goldilocks Stick Man Lighting a Lamp Nativity Story		Going on a Bear Hunt Tiger Who Came to Tea The Giant Jam Sandwich Cave Baby Cleversticks Little Red Riding Hood Mr Wolf's Pancakes My Mum is Fantastic		Jack and the Beanstalk George and the Dragon Farmer Duck Pig in the Pond Supertato Chicken Licken The Tiny Seed Very Hungry Caterpillar Jasper's Beanstalk My Dad is Fantastic Harry Goes to School	
Possible 'Wow' moments and experiences (Not an exhaustive list)	Autumn Walk Harvest Festival Bread making Bonfire Night – toasted marshmallows Remembrance Day Diwali/Hanukkah Advent/Decorating Day Christmas time/Nativity Children in Need Anti-Bullying Week		Winter Walk Chinese New Year World Book Day Mothering Sunday Baby Photos Pancake Day Café Visit Hatching chicks Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest cakes		St George's Day Planting sunflower seeds Planting beans in jars Caterpillars Fruit kebabs Dentist/dental nurse visit Food tasting Ramadan/Eid-al-Fitr Gemma's Farm visit Sports Day Fire service visit PCSO visit Visit to school	

Key knowledge (including but not limited to)	All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone. Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the brave soldiers. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light. Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.	Friends and Family We need to help and look after each other. We might look different but we all are important. Family helps us in different ways. Be brave when you might feel scared. Be kind to strangers who need help. Independence Make your own picnic food-cakes and sandwiches. Celebrate your superpowers. Put on your own coat, wellies, apron. Be brave and try different foods. Which Season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow. New Life Things change as they grow. Change size, shape colour. New Life needs to be cared for. Plants need light, warmth and water to grow. Babies grow and change and someone to look after them.	Plants Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow. People Humans need food, water, oxygen and shelter to survive. Doctors. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. Dentists. We have five senses - taste, touch, sight, hearing, smell. Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult.
Key vocabulary (including but not limited to)	respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive	conflict, freezing, seasons, ancient, moat, crenellation, environment, polar, desert, tropical, marine, vast	germination, harvest, senses, develop, healthy, skeleton, poultry, flock, metamorphosis, arachnid, insect, nocturnal

Communication and Language

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Educational Programme	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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a Cheeky Chatterbox who can enjoy chatting with others. Someone who can use new vocabulary to explain ideas, feelings and tell others what they need. Someone who can use talking to extend their relationships and ideas eg in role play. Someone who listens to others and can follow instructions. Someone who is confident to talk in front of a group and join in a shared discussion.					
Term specific provision	Settling in procedure Intro Golden rules Identify Intervention Groups Assessment from SAL support				Transition visits to Saplings/Reception and new school	
Ongoing provision throughout the year	Key Time	Feel a sense of belonging, build a relationship with key person, listen to others and to join in shared discussions.				
	Chatterbooks	Share Chatterbooks to get to know children and their families. Children confident to talk about themselves and own family.				
	Story/song time	Enjoy listening to stories. Build a bank of favourite stories. Learn new vocabulary, engage in and talk about books and stories, learn rhymes, poems and songs.				

Personal, Social and Emotional Development

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Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goals	To become a Sparkly Star who is happy to come to Nursery and explore, play alongside others and share the resources and adults. Someone who is beginning to be brave when they might be feeling shy. Someone who is kind, caring and helpful. Someone who can follow our Golden Rules and also be able to manage their own personal needs and know how to stay fit and healthy. Someone who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others. Someone who is willing to persist and not be daunted by failure.					
Term specific provision	Settling in visits Solitary play Spectator Play Begin visits to St Anne’s		Parallel Play Associative Play Star of the Week		Cooperative Play Saplings-play in a group Transition visits to Reception and new school	
Ongoing provision throughout the year	Daily routines	Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home.				
	Golden Rules	To be ready, safe and respectful. Be kind, be brave.				
	Free Flow	Build relationships with others, see themselves as a valued individual, , show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				

Physical Development

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Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To show us their Fabulous Fingers and be someone who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence. To put their own coat and shoes on.					
Term specific provision	Dough Disco Supported snack Support putting coats/shoes on- pictures of sequence to help.		Squiggle Whilst You Wiggle Independent snack Half and half with coats/shoes- positive language and rewards		Pen Disco Independent snack To be able to put own coat/shoes on themselves-wow moments.	
Ongoing provision throughout the year	Dough Disco Squiggle	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, fingers to support pencil grip and writing, different routine each term				
	Pen Disco	Hold a pencil effectively, develop accuracy and care when doing handwriting patterns				
	Lunch time	Learn how to be independent at lunch time-use cutlery, open lunch box, feed themselves and clear away their things				
	Yoga	Develop strength, balance and co-ordination				

Literacy

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Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Curriculum Goals	To become a Brilliant Bookworm who loves stories. Someone who looks at books independently and can readily access them for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations. Someone who can recognise some symbols and letters of personal interest in their environment including digital material. To be able to read their own name. To become a Wow Writer who can use their 'Fabulous Fingers' to build up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip. Someone who can make their own marks in a meaningful way, using circles and lines. Someone who can write the first letter or two of their name.					
Term specific provision	Phonics-Listening games Message Centre Pass Talking Teddy round in key time		Phonics-Rhyme and Alliteration games RWI Picture Cards and Fred Games. Begin Helicopter Stories Intro Sharing Books Self-register with pictures and names attached		Phonics- RWI Set 1 sounds Name writing Self-register with just names	
Ongoing provision throughout the year	Sharing Books	High quality book to share at home. Changed weekly.				
	Message Centre	Use message centres to create secret symbols to send messages to others in play.				
	Phonological awareness	Listening games for auditory awareness, discriminate between sounds, identify rhyme and continue a rhyming string, identify initial sounds, count syllables, orally blend.				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				
	Helicopter Stories	Children create their own story that adult scribes. Class then act out the story. Develops story structure, vocabulary, confidence and imagination.				

Mathematics

Mathematics						
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Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	To become a Maths Magician who can show a deep understanding of numbers to 5, subitising, counting and representing marks to at least 5 and matching, measuring and comparing. Someone who can recognise patterns and compare quantities, shapes, sizes. Someone who can use construction to explore shape and space, use routines to explore subitising, counting and order. Someone who can use mathematical language of size, weight, length, order, shape number, pattern in everyday, meaningful contexts.					
Term specific provision	Self-register with pictures Introduce calendar with birthdays and important dates Subitise 1-3 with real objects in environment Subitise 1-3 with pictures of real objects then using counters		Self-register with 5 frames and small pictures Subitise 1-4		Self-register with 10 frames and counters 5 frames and 10 frames	
Ongoing provision throughout the year	Daily routines	Self-registration (10-frames), calendar, visual timetable, book voting,				
	Free Flow	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen. "What can you see, how do you see it?"				
	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"				

Understanding the World

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Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goals	To become an Super Scientist and Groovy Gardener who can show curiosity about the world around them. Someone who investigates challenges with an inquiring mind and uses a breadth of vocabulary and tools to observe, remember, explain and predict. To be able to draw a simple map. Someone who understands how things grow and change and how to look after living things. Someone who can talk about their place in their family, who is young and who is older and what things they might do differently. To become a Caring Citizen , who is a Wordly Wizard. Someone who can help to look after their community and care for the environment and have an awareness of other people's cultures and beliefs, as well as our own culture.					
Term specific provision	Harvest Me, my family and my Nursery Bonfire Night, Remembrance Day Diwali/HanukkahAdvent/Christmas Seasonal changes Autumn Walk		Chinese New Year Red Nose Day Compare times –looking at differences in houses, clothes, transport, toys Mothering Sunday Easter Compare/contrast environments –polar, desert, jungle, under the sea, space		Ramadan/Eid-al-Fitr Growing – plants/humans Seasonal changes-summer Growing – animals and Farm PCSO visit Father's Day Royal events Leaver's Party	

Ongoing provision throughout the year	Key Time	Charities Keeping environment litter-free Pollution and recycling
	Free Flow	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear, feel when outside, embrace the seasons.
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries
Key vocabulary linked to NC subjects (including but not limited to)	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design

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Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can join in with singing songs, poems or dances to an audience, retell stories with confidence and play a range of percussion instruments correctly and with rhythm.					
Term specific provision	Introduce Nursery rhymes Play music to dance to. Nativity		Perform songs/dances to record/in front of small audiences Mother’s Day song Easter Parade at St Anne’s		Perform a song/dance on a stage at an event Father’s Day song Leaver’s Party	
Ongoing provision throughout the year	St Anne’s	Visit at Christmas and sing Christmas songs. Easter bonnet parade.				
	Free Flow	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories				
	Helicopter Stories	Children create their own story that adult scribes. Class then act out the story. Develops story structure, vocabulary, confidence and imagination.				

Notes:

Babblejab, Drawing Club, Scribble, Message Centre, Adventure Island - Greg Bottrill, Can I Go and Play Now

"What do you notice?", "What can you see, how do you see it?" – Karen Wilding, EYMaths

Masterchef

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Curriculum Goals	To become a Masterchef who can use a range of equipment and ingredients to make something yummy to eat that they can take home and share with the family. Someone who can follow a simple recipe independently. Someone who can talk about food they eat at home. Someone who can try different foods.					
Term specific provision	Establish snack/lunch routines Introduce cooking in small groups. Introduce equipment, hygiene procedures. Make bread together, supported by adult. Gingerbread Man Christmas cooking		Look at simple recipes, with step-by-step photo prompts. Adult to support their use. Safety procedures with oven. Chinese New Year, Easter, Pancake Day cooking. Tiger Who Came to Tea Visit café for breakfast/brunch		Visit Tesco’s to buy ingredients. Cook independently, following a simple recipe with pictures. Take food home to share. Invite staff from main school to tea/picnic Royal events Leaver’s Party	
Ongoing provision throughout the year	Snack/Lunch Time	Opportunity to talk about different foods-appearance, taste, smell. Link to food eaten at home. Encourage trying of different foods. Involve children in choosing snack				
	Story/song time	Non-fiction books about recipes and other food from different countries.				
	Parents	Invite parents in to Nursery to do cooking.				
	Specific Vocab	Mix, stir, weigh, flour, sugar, yeast, butter, bowl, whisk, cutter, rolling pin, baking tray, tin, cup cake, bread, roll, loaf, cake, biscuit, liquid, solid, sponge, dough, knead, cook, bake, fry, heat, slice, temperature, time, timer, amount, quantity				

St Anne's

St Anne's						
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Curriculum Goals	To build a relationship with the residents of St Anne's. To develop a special relationship with an individual resident, to know each other's names. To develop a 'pen pal' relationship together. Social interaction can help make massive improvements in mental health, helping to battle loneliness, and dementia. Some older people, who might not have been able to have children or grandchildren of their own, get to experience a close relationship with a young child. It can help to develop empathy, care, and kindness in the children, as well as improving their understanding of aging. It's a chance to develop and hear about the local history and community. It can be a chance to take on the responsibility of 'looking after' an older person, as they teach them about what they know and ground their knowledge in real life interactions. Spending time with an older person can help to ground a child's idea of time and place, as they experience someone with a longer history of the world.					
Term specific provision	Teach children the name St Anne's, what it is and where it is. Use term 'nannies and grandads.' Put in place the risk assessment Begin visits to St Anne's in small groups. Sing songs and rhymes Clare (manager) to send Nursery a letter Join up for Remembrance Day Children send Christmas cards		Bake them a cake. Draw them a picture Residents write a letter to children Adults support children to write a shared letter back Take books to share Show and Tell with residents		Children to write a letter/draw a picture for their special resident Build up art resources so children and residents can paint together Visits from residents to Nursery Invitations to Royal events	
Ongoing provision throughout the year	Access to St Anne's	Maintain shared access between Nursery and St Anne's				
	Photos	Develop and maintain a photo record/scrapbook of our visits				
	Contact details	Maintain and update contact details with Clare, manager of St Anne's				