

NURSERY LONG TERM CURRICULUM PLAN

SUBJECT	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Literacy (English)	- Beginning to make marks - Reading Familiar stories and beginning to retell	- Traditional Tales and Rhymes - Putting meaning to marks	- Beginning to write letters of their names - Rhyme and alliteration	- Beginning to give meaning to marks they see in different places - Rhyming books and songs	- Giving meaning to marks as they write - Beginning to link sounds to letters	- Writing own name. - Linking sounds to letters - Investigating simple rhyming strings
Maths	- Counting - Using shapes for a purpose.	- Number investigation - Counting to 10 - Shape hunts - Positional language.	- Counting out from larger groups. - Matching numeral to quantity. - Sorting and naming shapes.	- Representing numbers or quantities through own marks. - Building with 3D shapes and pictures with 2D shapes.	- Solving number problems - Counting not just objects but claps, jumps etc. - Talking about the shape of everyday objects.	- Number recognition - Writing numbers - Beginning to talk about properties of shape. - Comparing length
Knowledge and Understanding of the World	- Talking about their family. Discovering how we grow from babies. Looking at similarities and differences between friends and family - Looking at the local area, maps. Knowing that we live in Bolton	- Understanding how day turns to night – stars, sun, nocturnal animals. - Similarities and differences between night and day - Investigating light and dark	- Investigating and predicting what happens when we mix colours - Talking about times in the past when they have felt happy or sad	- Looking at growth and change - Learning about what a farm is and what we would find there. How is it different to where we live?	- Investigating bugs and where to find them - Looking at growth and change - Creating habitats for bugs	- Investigating water and the changes we can make to it - Investigating how we use water and where to find it
Computing	Playing with toys that have switches, flaps or buttons	Learning how to use simple programs	Learning how to use simple equipment e.g. CD player, torches, cameras etc	Gaining more control when using the mouse and keyboard	Understanding and learning how to complete simple programs	Learning how to complete simple programs
History/Geography	Who lives in my house?	Where does the day go at night?	Which colours make you feel happy or sad?	What would you find on the farm?	Who goes to the Ugly Bug Ball?	What can I do with water?
Expressive Art and Design	Drawing Explore drawing with different materials, e.g. pastels, chalk, felt tips	Painting - Name colours. - Experiment with different painting tools	Printing Use a variety of materials, e.g. sponges, fruit, blocks	Collage/Textiles - Use a combination of materials that have been cut, torn and glued - Sort and arrange materials.	Sculpture - Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card - Use a variety of techniques, e.g. rolling, cutting and pinching	Media (Digital Art) - Take photographs of their surroundings - Discuss their photographs
Physical Development	Practicing holding scissors correctly when snipping and cutting	Focusing on using one-handed tools e.g. hammers, pencils, scissors.	- Drawing lines and circles using gross motor movements. - Then fine motor movements.	Using the running track/hall to encourage children to be confident when moving under and over equipment.	To encourage children to become more adventurous when moving around in a variety of ways.	Holding a pencil correctly. Copying/ writing letters of their name.
PE	- Different ways of moving - Moving and climbing on running track	- Different ways of moving - Moving and climbing on running track	- Different ways of moving - Moving and climbing on running track	Throwing and Catching	- Moving and climbing on running track - Throwing and Catching	Games and Races
Faith and Ethics	Helping others and being kind	- Diwali - Learning about Christmas and how it is celebrated	- Talking about family customs and how these are the same or different to others - Eid	Easter (Traditions and Stories)	Learning about Eid, sharing and talking about personal experiences	Sharing manners – one for you and one for me

SUBJECT	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Music	<u>Singing Together</u> • Begin to sing simple songs from memory • Begin to respond to changes in music • Begin to keep a steady beat • Begin to clap along to rhythms		<u>Instruments and rhythm</u> • Begin to sing simple songs from memory • Begin to explore voices (loud/quiet, high/low, fast/slow) • Begin to respond to changes in music • Begin to listen to different sounds and musical styles • Begin to keep a steady beat • Begin to clap along to rhythms • Begin to play untuned percussion instruments		<u>Exploring sounds in stories</u> • Begin to sing simple songs from memory • Begin to explore voices (loud/quiet, high/low, fast/slow) • Begin to respond to changes in music • Begin to listen to different sounds and musical styles • Begin to keep a steady beat • Begin to clap along to rhythms • Begin to play untuned percussion instruments • Begin to use voices, instruments and body percussion to create sound effects and tell stories	
RSE/PSHE	<u>Being Me in My World</u> Who...Me?! How Am I Feeling Today? Being at School Gentle Hands Our Rights & Responsibilities	<u>Celebrating Difference</u> What Am I Good At? I'm Special, I'm Me Families Houses & Homes Making Friends Standing Up for Yourself	<u>Dreams & Goals</u> Challenges Never Giving Up Setting A Goal Obstacles & Support Flight to The Future Footprint Awards	<u>Healthy Me</u> Everybody's Body We Like to Move It, Move It! Food, Glorious Food Sweet Dreams Keeping Clean Stranger Danger	<u>Relationships</u> My Family & Me Making Friends Falling Out & Bullying Being A Best Friend	<u>Changing Me</u> My Body Respecting My Body Growing Up Fun & Fears Celebration
Forest School	• Forest School					
Trips/Visitors	• A walk around the local area	• TBC	• TBC	• TBC	• TBC	• TBC