

Nursery LTP: Curriculum 2022/2023

NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning:	Nursery Rhymes	Let's Go!	Going Wild!	Ready, Steady, Grow	Once Upon a Time	Here Comes the Sun
	(Traditional rhymes)	(Transport)	(Animals)	(Plants)	(Traditional tales)	(Weather, holidays)
PSED:	Learning Outcome: Play names games to familiarise with new class members Introduce routines in small groups Discuss feelings	Learning Outcome: Select and use activities and resources with help and when needed.	Learning Outcome: Understand gradually how others might be feeling	Learning Outcome: Develop appropriate of being assertive Talk with others to solve conflicts	Learning Outcome: Make healthy choices about :food, drink, activity and tooth-brushing	Learning Outcome: Transition to YR Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
Communication and Language Use new vocabulary in context. Engage in story times and non-fiction books Re-tell stories Learn rhymes, poems and songs	Learning Outcomes: Enjoy listening to longer stories and can remember much of what happens.	Learning Outcomes: Understand 'why' questions – like why do you think the bird has an umbrella?	Learning Outcomes: Understand the 5 key concepts about print	Learning Outcomes: Understand 'why' questions – like: why do you think the old man called the old woman?	Learning Outcomes: Know many rhymes; Be able to talk about familiar books; Be able to tell a long story	Learning Outcomes: Be able to express a point of view and debate when they disagree with an adult or a friend using words or actions,.
Maths Number Shape Pattern Positional language Size, weight, capacity,length	Carpet maths: 10 min maths/ Continuous provision(indoors and out) Develop fast recognition of up to 3 objects without having to count them individually Compare quantities using language : 'more than', fewer than'	Carpet maths: 10 min maths/ Continuous provision(indoors and out) Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5 Link numerals and amounts Show finger numbers up to 5	Carpet maths: 10 min maths/ Continuous provision(indoors and out) Understand position through words alone e.g the bag is under the table (with no pointing) Talk about and identify patterns around them Extend and create ABAB patterns Notice and correct an error in a repeating pattern.	Carpet maths: 10 min maths/ Continuous provision(indoors and out) Know that the last number reached when counting a small amount of objects tells you how many there are in total (cardinal principle)	Carpet maths: 10 min maths/ Continuous provision(indoors and out) Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5	Carpet maths: 10 min maths/ Continuous provision(indoors and out) Make comparisons between objects relating to size, length, weight and capacity.

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<p>Literacy: Reading</p> <p>Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound</p> <p>Engage in conversations about stories; learning new vocabulary</p> <p>5 concepts of print: Print has meaning Print has different purposes Read L to R; top to bottom Parts of book Page sequencing.</p>	<p>Fiction: <u>Rhymes:</u> Two Little Dickie Birds Miss Polly had a Dolly Five Little monkeys swinging in a tree Five in the bed</p> <p>Non- Fiction: First Book of Birds by Zoe Ingram My First book of Garden Birds RSPB by Mike Unwin</p>	<p>Fiction: The whales on the bus Mr Gumpy's boat The Storm Whale Whatever Next</p> <p>Non- Fiction Look Inside Trains by Alex Firth Look Inside Things That Go by Rob Loyd Jones Cars (AllAbout) by Geraldine Krasinki</p>	<p>Fiction: Dear Zoo The Shopping Basket I know an Old Lady who swallowed a Fly Owl Babies</p> <p>Non-Fiction: My First Book of Forest Animals by Zoe Ingram Peep Inside Animal homes 1 by Anna Milbourne</p>	<p>Fiction: Enormous Turnip Maisie Grows a Garden Jack and the Beanstalk</p> <p>Non-Fiction: Lift the Flap Questions & Answers about your Body (Usborne Lift-the-flap-Books:1 by Katie Daynes First Facts Bugs by DK My First book of Garden Bugs RSPB by Mike Unwin</p> <p>WORLD BOOK DAY (Thursday 3rd March)</p>	<p>Fiction: Goldilocks and the 3 Bears Red Riding Hood There was Princess Long ago</p> <p>Non- Fiction: My First Book of Woodland Animals by Zoe Ingram Which food will you choose by Claire Potter</p>	<p>Fiction: Shark in the Park Octopants Sally and the Limpit</p> <p>Non- Fiction: My First book of Sea Creatures by Zoe Ingram National Trust: Look and Say what you See at the Seaside by Sebastien Braun Look Inside Seas and Oceans by Megan CULLis and Bao luu - Sea Shells by the Seashore by Marianne Berkes</p>
<p>Phonics-</p> <p>Letters and sounds Phase 1</p> <p>RWI</p>	<p>Letters and Sounds :</p> <p>Aspect 1 -general sound discrimination- environmental sounds</p>	<p>Letters and Sounds :</p> <p>Aspect 2- General sounds discrimination- instrumental sounds</p>	<p>Letters and Sounds</p> <p>Aspect 3_ General sound discrimination- body percussion.</p>	<p>Letters and Sounds:</p> <p>Aspect 4- Rhythm and rhyme; Aspect 5- Alliteration</p>	<p>Letters and Sounds: Aspect 6- Voice sounds Aspect 7- Oral blending and segmentation</p> <p>RWI Letter cards / naming the picture</p>	<p>RWI</p> <p>Introduce phoneme and grapheme (set 1: m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/r/j/v/y/w/z/q/x)</p>
<p>Literacy-Writing (TFW)</p>	<p>2 little dickie birds 5 little monkeys 5 in the bed</p>	<p>The wheels on the bus The storm whale The little red train Whatever next</p>	<p>The shopping basket The was an old lady who Owl babies</p>	<p>The enormous turnip Maisie grows and garden Jack and the bean stalk</p>	<p>Goldilocks Red riding hood There was a princess long ago</p> <p>Focusing on description/ character and setting</p>	<p>Shark in the park Octopants Sharing a shell (Non-fiction) Sally an the limpet</p> <p>Focusing on description/ character and setting</p>

Understanding the World

Pupils talk about what they see using a wide vocabulary

<p>UTW: History</p>	<p>Begin to make sense of their own life-story: photos and memories</p>	<p>Begin to make sense of their own life-story and family's history: parents photos and memories</p>	<p>The past: Fossils (evidence: dinosaur bones)</p>	<p>How did farmers use to farm and how do they farm now?</p>	<p>What do we know about royalty?</p>	<p>What games did people/family used to play at the beach ?</p>
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UTW :Geography	Show interest in different occupations: school/community	Show interest in different occupations/ transport (challenge stereotypes): police, firefighters, paramedics, fisherman	Know that there are different countries in the world and talk about differences that have experienced and seen in photos: animals associated with certain countries Show interest in different occupations/ transport (challenge stereotypes): zookeepers, vets, farmers/ tractors, combine harvesters Maps and directions	Know that there are different countries in the world and talk about differences that have experienced and seen in photos: flags, food, weather	Encourage pupils to talk about what they see: the woods Maps and directions	Encourage pupils talk about what they see: beach
UTW :RE	Continue developing positive attitudes about the differences between people: Being Special – Where do we belong? Names, eye colour, hair, skin – what makes us special?	Continue developing positive attitudes about the differences between people: Religious events: Christmas, special occasions for Christians, religious stories	Continue developing positive attitudes about the differences between people Religious: Easter, special occasions. People are unique and valuable.	Continue developing positive attitudes about the differences between people: Special places: Church, synagogue. Why are they important? Where can we find them?	Continue developing positive attitudes about the differences between people: Bible stories: Parables, religious stories. What do they teach us?	Continue developing positive attitudes about the differences between people: How do different cultures celebrate? What can we learn from them?
UTW: Science	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and different properties: different types of leaves Explore and talk about different forces they can feel :snap a twig etc	Talk about the differences between materials and changes they notice Explore how things work: What does a car/lorry need to work on a ramp? Explore and talk about different forces they can feel :magnets	Begin to understand the need to respect and care for the natural environment and all living things: animals Explore and talk about different forces they can feel: float and sink	Plant seeds and care for growing plants Understand the key features 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: animals	Explore and talk about different forces they can feel: Magnet trains and wands What can we make from paper? Where does paper come from?	Explore how things work Explore and talk about different forces they can feel: ice melting

ExpressiveArt and Design	Art: Create closed shapes with continuous lines and begin to use these shapes to represent objects	Art: Create closed shapes with continuous lines and begin to use these shapes to represent objects	Art: Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Art: Use drawing to represent ideas like movement or loud noises	Art: Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	Art: Explore colour and colour mixing
	Music: Listen with increasing attention to sounds. Respond to what they have heard, expressing their thoughts and feelings	Music: Remember and sing entire songs	Music: Sing the pitch of a tone sung by another person (pitch-match)	Music: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Music: Create their own songs or improvise a song around one they know	Music: Play instruments with increasing control to express their feelings and ideas.
	Roleplay/Small world play: Take part in simple pretend play, using an object to represent something else even though they are not similar	Roleplay/Small world play: Take part in simple pretend play, using an object to represent something else even though they are not similar	Roleplay/Small world play: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc	Roleplay/Small world play: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc	Roleplay/Small world play: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	Roleplay/Small world play: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

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	DT: Explore different materials freely to develop their ideas about how to use them and what to make	DT: Explore different materials freely to develop their ideas about how to use them and what to make	DT: Develop their own ideas and then decide which materials to use to express them	DT: Develop their own ideas and then decide which materials to use to express them)	DT: Join different materials and explore different textures	DT: Join different materials and explore different textures
Physical Development HEALTHY MOVERS daily Stability Co-ordination Balance Object control	Gross Motor: Continue to develop their movement, balancing, riding and ball skills Fine Motor: Use one-handed tools and equipment, making snips in paper with scissors	Gross Motor: Go up steps and stairs, or climb up apparatus, using alternate feet Fine Motor: Use a comfortable grip with good control when holding pens and pencils	Gross Motor: Skip, hop, stand on one leg and hold a pose for a game Use large muscle movements to wave flags and streamers, paint and make marks Fine Motor: Show a preference for a dominant hand	Gross Motor: Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which relate to music and rhythm. Fine Motor: Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips	Gross Motor: Match their developing physical skills to tasks and activities in the setting. Fine Motor: Use a comfortable grip with good control when holding pens and pencils	Gross Motor: Choose the right resources to carry out their own plan. Collaborate with others to manage large items Fine Motor: Use a comfortable grip with good control when holding pens and pencils
Safeguarding(from across the curriculum)	Establish rules and routines	Keeping safe - feelings and emotions	Anti-bullying week	Respecting Privacy	NSPCC PANTS rule	Valuing difference Preparing for Transition
50 things to do before I leave Roskear-(Educational Visits/vistors/events /cultural capital)	Learn different traditional rhymes	Visit from police officer and sit in their car; firefighter go in their fire engine	Grow a sunflower	Virtual visit to a farm	Dress up like Royalty	Have a beach party in the outdoor area