

Nursery LTP

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	The World Around Us	Explorers	Spring has Sprung	Oceans	Fairy Tales
Curriculum Intent	<i>The children understand their own identity and their role of being part of a class. They know the school's expectations and values.</i>	<i>The children know about similarities and differences between themselves and others, and among families, communities and traditions. They will draw comparisons between the place we live and the other countries in the world.</i>	<i>Children will explore the natural world around them. They will describe what they see, hear and feel whilst outside. Children will explore key facts and knowledge about planets and space. They will also explore stories and facts around dinosaurs. They will know that there are differences and that things have changed and they can talk about some of this.</i>	<i>Children will learn about the different seasons in the year. They will explore plants and minibeasts. They will have an understanding of where food comes from and how things grow. The children learn about different habitats and landscapes and the animals that live there.</i>	<i>The children will explore the differences between land and sea. They will experience the difference between solids and liquids. They will learn about creatures that live under the sea and how to look after our oceans. They will have an understanding of water transport.</i>	<i>Children will be immersed in fairy tales. They will explore stories, characters and settings. They will think about the differences between different types of characters and use their imaginations to recreate roles and experiences.</i>
Core Themes	My classroom – routines and rules. Friends, families and pets Houses/homes What I look like/my body – face features, head, shoulders, knees and toes	Our school Families and communities in our class and the differences. People who help us Fireworks Night	Space Dinosaurs Chinese New Year	Life Cycles -caterpillar Healthy Eating – tasting fruits and vegetables Gardening Weather Eid Ramadan Mothering Sunday	Water Under the sea The beach	Fairy Tales
Core Texts	A Squash and a Squeeze Goldilocks and the Three Bears	Stick Man The Gingerbread Man	Harry and the Bucketful of Dinosaurs Three Billy Goats Gruff	The Very Hungry Caterpillar The Enormous Turnip	Hooray for Fish	Snow white and the seven dwarfs The princess and the Pea The Gruffalo

Additional Texts	Owl Babies Julian is a mermaid The very first you I don't want to wash my hands Ten little fingers	Firework safety non-fiction Handas Surprise Nativity Christmas Stories	Astro Girl Mama Panay's pancakes Mr Wolfs Pancakes Whatever Next Stomp, Chomp, Here Come the Dinosaurs	Oliver's Vegetables A sprinkle of happiness Luna loves gardening The Easter Story	Sharing a shell Sharks big surprise Barry the fish with fingers	Pinocchio The Smartest Giant in Town
Rhymes and Songs	This is the Way we Wash our Hands If You're Happy and you Know It I'm a Little Teapot Peter Hammers 5 currant buns	Two Little Dicky Birds Tommy Thumb The Wheels on the Bus Miss Polly had a Dolly Oats and Beans and Barley Grow 5 Little Speckled Frogs	Animal Fair Ants go Marching Pop Goes the Weasel Pat a cake Wind the Bobbin Up Twinkle Twinkle Little Star	Chick Chick Chicken Hop Little Bunny Five Little Ducks Incy Wincy Spider Peter Rabbit has a Fly upon his Nose It's Raining, It's Pouring	I had a Little Turtle 1 2 3 4 5 Once I Caught a Fish Alive Row Row Row your Boat Rub a Dub Dub Down in the Jungle where Nobody Goes	Humpty Dumpty Hickory Dickory Dock
Possible opportunities	Introduce Prayer corner Share photos of themselves baby and now. Introduce different types of homes Teddy Bears Picnic – special toy.	Different families in our classes and cultures and exploring this – visitors from parents? People who help us into the setting to talk about and show what they do and how they help us in society.	Immerse children in different landscapes through roleplay and small world from stories. Exploring Chinese New Year and trying few foods – difference to Christian traditions.	Mothering Sunday Life cycles and how a caterpillar changes Growing carrot tops and potatoes (see shoots and roots) Looking after the garden and how things are changing. Spotting things outside and look at how the seasons are changing the outside area. Tasting different fruits and vegetables.	Cooking, melting, freezing Floating and sinking Exploring water in different colours, forms and textures and different ways things travel. What can you find on the beach and what is different under the sea?	Create castles, fairy tale landscapes using a variety of construction shapes and small world. Exploring different characters and settings in each story and story language.
Potential Role Play Opportunities	Home corner Kitchen/lounge	Santa's workshop Gingerbread making	Kitchen/lounge Rocket/spacestation	Chinese restaurant Grocery shop	The beach – sand/buckets, arm bands (floating and sinking in tray)	Castle – enhance with different costumes

	Baby care/washing baby and clothes Doctors	Kitchen Stable Fruit, Vegetable or Grocery Shop	Whatever next home corner, boxes, space outfits etc.	Garden Centre Making pancakes. Balances Kitchen	Under the sea – fish	Enhance with bed (Princess and the Pea) Home corner – kitchen/lounge
Trips and Visitors	Walking around the local area.	Visit from a nurse	River walk.	Visit from Tony – Easter Story Insect/animal visitor	Librarian visit.	Storyteller
Art	Every two weeks alternate teaching: 1. Scissor skills. 2. Gluing and sticking skills 3. Paint brush skills					
Key Questions and Vocabulary	clean, hygiene, germs, wash, dirty, bigger, smaller owl, owl, branch porridge, big, middle size, small, rules	Stick, twig, family, on top, under, trunk, next to, stranger, gingerbread, jungle, heavy/light, elephant Christmas, Jesus, stable, camel, donkey. Mary, Joseph	moon, sun, Earth, planets, space, rocket, flying saucer, aliens, astronaut. Dinosaurs, extinct, volcano,	clean, hygiene, cocoon, circle, square, triangle, rectangle/oblong. Roots shoots. Vegetables. Farm animal names and young.	Sea, water sand, beach, shell, fish, fin, Easter, Jesus, cross.	Fairy, Queen, King, Knight, wicked, wizard, witch, happily ever after, Once upon a time, castle, tower, wand, magic Character, setting.
Read Write Inc to start in the summer term if appropriate <i>Daily Teaching</i>	<ul style="list-style-type: none"> Children are grouped based on teacher assessment and are grouped accordingly. Children should continue with phonological awareness activities if they cannot hear 					
	<ul style="list-style-type: none"> Environmental sounds Instrumental sounds Body percussion (e.g. clapping and stamping) Rhythm and rhyme Alliteration Voice sounds Oral blending throughout the day. 	<ul style="list-style-type: none"> Teach children the picture cards Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog') 	<ul style="list-style-type: none"> Teach new sounds to the children. Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog') 	<ul style="list-style-type: none"> Teach new sounds. Small groups writing the sound. Assessed as to whether they need to orally blend or read CVC words. 		
Mathematics Mastering the Curriculum	Colours Matching numbers, shapes and patterns Sorting by colour, shape, size	Sorting Numbers 1 and 2 Pattern	Numbers 3/4/5 – subitising, 1:1 counting, composition	Number 6 Height & Length Mass Capacity	Sequencing Positional Language More than/fewer than Shape – 2D Revisit pattern	Number composition What comes after? What comes before? Numbers to 5
Helicopter Stories <i>3x per week</i>	Stage 1 – Introducing story acting	Stage 2 – Who would like to tell me a story?	Stage 3 – Private stories and acting out.			

<p>PSHE/RSHE Jigsaw</p>	<p>Being Me in My World</p> <p>'Who am I and how do I fit?'</p>	<p>Celebrating Difference</p> <p>Respect for similarity and difference. Anti-bullying and being unique</p>	<p>Dreams and Goals</p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>Healthy Me</p> <p>Being and keeping safe and healthy</p>	<p>Relationships</p> <p>Building positive, healthy relationships</p>	<p>Changing Me</p> <p>Coping positively with change</p>
-----------------------------	--	---	--	--	---	--

Funky Fingers session at the start of each session:

Children to be assessed formally each half term as well as through continuous observation and moved groupings. Children should continue the same activity for a week before the next one and then repeating. See separate document for more information on grips and activities.

Name writing to follow each session.