

Templemoor Infant and Nursery School – Nursery Long Term Curriculum Plan



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Learning Project	How many colours are in a rainbow?	Is it shiny?	How does that building stay up?	Are Eggs Alive?	How many pebbles on a beach?	How high can you jump?
Literacy						
Communication and Language	Talking 1 to 1. Child to adult and child to child. Lola the Listening Leopard activities. Listening to instructions e.g. Sticky Kids.		Talking in small groups with an adult. To retell a familiar story. Listening to instructions and responding to them independently.		Talking in a larger group. To tell own simple stories. Confidently listening and responding to instructions.	
Core Books	Nursery has a Core Book list – Click here to see the Nursery Core Books					
Key Texts	'Pete the Cat, I love my white shoes' by Eric Litwin 'My first look at colours' By Jane Yorke (non-fiction) Rainbow poem	'How to Catch a Star' By Oliver Jeffers. 'Day and Night' (non-fiction) 'Twinkle Twinkle Little Star' (nursery rhyme)	'Walter's Wonderful Web' By Tim Hopgood. 'When I grow up...Builder' By Clare Hibbert (non-fiction) 'Incy Wincy Spider' (nursery rhyme)	'The Odd Egg' By Emily Gravett. 'Eggs and Chicks. Beginners Series' (Usbourne, non-fiction) 'Humpty Dumpty' (nursery rhyme)	'Pirate Pete' By Nick Sharatt. 'Exploring Rockpools' By Jill McDougall. (non-fiction) 'Row, row, row your boat' (nursery rhyme)	'Monkey and Me' By Emily Gravett. 'My Amazing Body' By Pat Thomas. (non-fiction) 'Jack and Jill' (nursery rhyme)
Phonics	Children complete phase 1 activities until Spring Term 2, when they then follow the Nursery Read, Write Inc. phonics programme. Please see the phonics section on our website for further information.					
Role Play	Home	Shiny Shop	Outdoor building site Bird hide	Fruit and vegetable shop	Fish and Chip Café	Mini Gym.

Fine Motor Skills	<p>Scissor skills – Snipping</p> <p>Using spray bottles.</p> <p>Fine motor skill - introducing chunky tweezers.</p>	<p>Scissor skills – cutting along a straight line.</p> <p>Fine motor skill – introduce threading using pipe cleaners.</p> <p>Using a range of one-handed tools and equipment (showing preference for dominant hand)</p>	<p>Scissor skills – cutting along a wavy line.</p> <p>Fine motor skill – joining construction</p> <p>Begin to draw lines and circles (developing smaller movements on paper)</p>	<p>Scissor skills – cutting along a zig zag line.</p> <p>Fine motor skill – using clothes pegs</p> <p>Use comfortable grip with some control when holding a pencil/pen.</p>	<p>Scissor skills – cutting around a picture of an object.</p> <p>Fine motor skill – manipulates small objects with fingers and tweezers.</p> <p>Begin to develop correct pencil grip.</p>	<p>Scissor skills – cutting around a picture of an object.</p> <p>Fine motor skill – threading using string and wool.</p> <p>Continue to develop correct pencil grip.</p>
Writing	<p>Mark making</p> <p>Label for bulb</p>	<p>Mark making</p> <p>Christmas card</p>	<p>Mark making, giving meaning to marks they make.</p> <p>Attempts at name writing</p>	<p>Mark making, giving meaning to marks they make.</p> <p>Attempts at name writing, e.g. in an Easter Card</p>	<p>Mark making, giving meaning to marks they make using letter type shapes</p> <p>Sign in name</p>	<p>Mark making, giving meaning to marks they make using letter type shapes.</p> <p>Sign in name (finding name)</p>
Reading for Pleasure	<p>Building up children's knowledge of specially selected Core Books to share and retell. Key texts, poems and rhymes.</p> <p>Stimulating book areas and books in most continuous provision areas inside and outside. Modelling telling stories using props and encouraging children to tell stories in play and eventually to others.</p>					

Mathematics			
Mathematics	<p>Number rhymes</p> <p>Number names in play</p> <p>Say one number for each item in order 1,2,3,4,5.</p> <p>Talk about and identify patterns.</p> <p>Make comparisons between objects relating to size and length.</p> <p>Positional language – begin to follow some instructions using positional language.</p> <p>Begin to describe a sequence of events relating to daily routine.</p>	<p>Number rhymes</p> <p>Show 'finger' numbers to 5</p> <p>Recites numbers past 5</p> <p>Matches numeral and quantity correctly (1 to 5)</p> <p>Compare quantities using words such as 'more than' and 'fewer than.'</p> <p>Extend and create patterns e.g. stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Talk about and explore 2D and 3D shapes</p> <p>Select shapes for a particular purpose e.g. flat surface for building.</p> <p>Make comparisons between objects relating to weight and height.</p> <p>Positional language – begin to use some positional language.</p> <p>Describe a sequence of events using words such as 'first' and 'then.'</p>	<p>Number rhymes</p> <p>Recite numbers past 5</p> <p>Know that the last number reached when counting objects up to 5, tells you how many there are in total</p> <p>Recognise up to 3 objects without counting individually</p> <p>Experiment with own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Make comparisons between objects relating to capacity.</p> <p>Combine shapes to make new ones e.g. an arch, a bigger triangle etc.</p> <p>Positional language – use positional language in a range of contexts.</p> <p>Describe a familiar route and talk about routes and locations.</p>

Understanding the World						
Science Working Scientifically	Rainbows- How is a rainbow made? Colours in a rainbow Planting bulbs conditions for growth Seasons- The changes of Autumn	Is it shiny? (Materials focus on dull and shiny) Day and Night Animals Weather changes Winter clothing	How does that building stay up? (Materials focus on wood, brick, plastic and glass) Birds in Winter Seasons- The changes of Winter	Are Eggs Alive? (Life cycle of a chick) Personal hygiene (comparing clean/dirty hands) Seasons- The changes of Spring	How many pebbles on a beach? (Observe first hand 2 different sea creatures) Seasons- The changes of Summer Floating and Sinking	How High Can You Jump? (Effect of exercise on the body) Seasons- Summer, Clothing we wear in warmer weather and colder weather
Computing	Online safety in the home	Purple Mash, MiniMash: Paint Program (firework picture) Online Safety	Remote controlled toys Online Safety (Safer Internet Day, what does it mean to be 'safe?')	Move in different directions: forwards, backwards Online Safety	BeeBots An introduction Online Safety	Complete a simple program: MiniMash Online Safety
Geography	Seasons - Autumn Where do things belong inside and outside 'Nursery'?	Seasons- Autumn/Winter. Treasure Hunt.	Different types of houses? (introduced by the story The Three Little Pigs) What is your address?	Seasons – Winter/Spring	Seasons – Spring/Summer Fieldwork – Beach trip to St Annes. Care of beach e.g. taking home own litter after visit. Differences between Sale and St. Anne's Beach	Seasons-Summer

					Simple Maps.	
History	<p><i>Begin to make sense of their own life story and family history.</i></p> <p>Timelines displayed in nursery for the half term showing photos of what the children have learnt.</p> <p>Nursery routines-chronological visual timetable.</p>	<p>Nursery timelines. Discussion on what we have learnt.</p> <p>Days of the week.</p>	<p><i>Begin to make sense of their own life story and family history.</i></p> <p>To talk about special times they have shared with their family.</p> <p>Parents to send in photos and information to aid discussion.</p>	<p>Talk about what they see, using a wide vocabulary. Show interest in different occupations.</p>	<p>Begin to make sense of their own life story and family history.</p> <p>Parents Day. Parent/s visit to nursery with photographs/clothes/toys of their child from when they were a baby.</p>	<p>Reflecting on the nursery year.</p> <p>What have we learnt?</p>
Expressive Art						
Art	<p>Self-portraits. Using pastels to draw their self-portrait and display in a frame (Part of a team)</p> <p>Real Life Experience (Cultural Capital) – <i>Colour Explosion</i>.</p>	<p><i>Making Diva pots using clay (Hindu festival of Diwali)</i> Exploring clay and experimenting using tools in clay to make patterns.</p> <p>Artist – Mrs Handford (TA in Nursery)</p> <p>Printing with</p>	<p>Junk modelling house/building and using paint and collage.</p> <p>Artist – James Rizzi</p>	<p>Colour mixing using primary colours.</p> <p>Printing with found materials.</p>	<p>Clay fish – using objects pushed in the clay.</p>	<p>Design/create a flag.</p>

	Artist – Jackson Pollock Large scale collaborative piece of art work.	paint using shapes.				
Design and Technology	Weaving coloured pieces of fabric and ribbons on the fence.	Threading using different 2D shaped shiny card.	Making bird cake.	Making a simple fruit kebab.	Making a simple healthy sandwich for a picnic.	Making a person using playdough or using a construction kit.
Music	Environmental Sounds. <u>Nursery Rhymes;</u> Humpty Dumpty 1 Finger, 1 thumb Tommy Thumb Heads, Shoulders, Knees and Toes Incy Wincy Spider Learning the names of different un-tuned percussion instruments and identifying the sounds.	Instrumental Sounds. <u>Nursery Rhymes;</u> Twinkle, Twinkle Hickory Dickory Dock 1 Finger, 1 Thumb Christmas songs Clapping games to a steady beat. Percussion instruments- loud/quiet.	Body Percussion. <u>Nursery Rhymes;</u> 3 Little Pigs song Building songs/rhymes Nursery/number rhymes Using claves to keep a steady beat. Percussion instruments- fast/slow.	Rhythm and Rhyme. <u>Nursery Rhymes;</u> Chick, chick, chick, chick, chicken Spring songs. Nursery/number rhymes Using percussion instruments to accompany a song.	Alliteration. Intro to initial sounds via Read, Write, Inc. <u>Nursery Rhymes;</u> The sun has got his hat on Come with me to the beach Nursery/number rhymes Creating own songs/improvising a familiar song. Playing percussion instruments with increasing control.	Read, Write, Inc Initial Sounds and introduction to early blending. <u>Nursery Rhymes;</u> Nursery Rhymes Number rhymes Revisiting previously learnt songs Playing instruments with increasing control. Beginning to express feelings and ideas through music.

Physical Education					
Physical Education-Gross Motor Skills (Led by PE Sports Hub)	Develop upper body strength and balance e.g. riding a balance bike. Develop upper arm movements e.g. waving flags and streamers (Introduce Sticky Kids) Sticky kids Volume 1 -Warm Up and Volume 2- Work out (Focusing on Listening to instructions,body awareness and coordination.)	Continue to develop movement/travelling and balancing/climbing skills, negotiating space. Continue to develop upper body strength and balance, upper arm movements (Progress through Sticky Kids programme) Sticky Kids volume 3 – bend and stretch and Volume 4 – wiggle and jiggle (focusing on imagination, stretching and balancing)		Continue to develop and master movement/travelling and balancing/climbing skills, negotiating space. Continue to develop upper body strength and balance, upper arm movements (Progress through Sticky Kids programme) Sticky Kids Volumes 3-4 and Volume 5 – Going for Gold (focusing on increasing activity and heart rate ,right and left coordination ,developing balancing and stretching skills)	
	Crossing the midline e.g. rolling/throwing a ball. Using both sides of the body with increasing coordination e.g. rolling play dough with a rolling pin. Large scale mark making e.g. sky/air movements, drawing lines (top to bottom) and drawing circles (anti-clockwise)	Continue to work on crossing the midline activities Developing more control using both sides of the body. Variety of large multi-sensory mark making activities e.g. large paintbrushes and water.		Continue to work on crossing the midline activities Show increasing control using both sides of the body. Developing increasing control making large scale marks.	
Personal, Social, Emotional Development					
PHSE	Transition and settling in.	Relationships: - with peers, adults, family.	Unicef Rights Respecting: - Revisit the class charter.	NSPCC Pants	Caring for the nursery environment.
	Building relationships with nursery adults and peers. Understanding the boundaries within the classroom	Embedding nursery routines.	What does it mean to be 'safe?' Introduction of	Being able to say no (in context) and to stand up for yourself. Respectful	Caring for the environment

	<p>through modelled behaviour.</p> <p>Familiarising children with the nursery environment.</p> <p>Introducing routines and Colour Group teams.</p> <p>Introduction of nursery Calm Corner.</p> <p>Unicef Rights Respecting :- Make a class charter to encourage children to become aware of their rights- use this throughout the year.</p> <p>Introducing Templemoor Learning Power-'Respectful Racoon'</p>		<p>Class charter, expectations for behaviour.</p> <p>'The Colour Monster' by Anna Llenas.</p> <p>'Meet your brain'- My Happy Minds.</p>	<p>Templemoor Learning Power-Safe Spike.</p> <p>Internet Safety</p> <p>'Celebrate'- My Happy Minds.</p>	<p>Racoon</p> <p>Safe Spike</p> <p>Healthy Minds and Healthy Bodies Week</p> <p>Introduction of Templemoor Learning Power-Tough Tortoise. Perseverance.</p> <p>'Appreciate'- My Happy Minds.</p>	<p>(Seaside example) Picking up litter, danger to sea creatures. Safety at the seaside.</p> <p>Reinforcement of class charter.</p> <p>'Relate' - My Happy Minds.</p>
Religious Education	<p>Similarities/differences between people.</p> <p>Story – 'Joseph and his coloured coat'.</p>	<p>Showing interest in different occupations.</p> <p>Story - The Christmas Story'.</p>	<p>Noticing differences between people.</p> <p>Which times are special and why?</p> <p>Story – 'Wise man & foolish man building a house'.</p>	<p>Celebrating differences between people.</p> <p>Story – 'The Easter Story'.</p>	<p>Which places are special to me? Which places are special to other people around me?</p> <p>Story – 'Jonah and the whale'.</p>	<p>My special times and those of my community.</p> <p>Story – 'Noah's Ark'.</p>

Cultural Capital						
	Colour explosion!	Anti-bullying Week Firework Safety Remembrance Day World Children's Day Christmas Sing-a-long	Visit from a builder Safer Internet Day	World Book Day Eggs and incubator World Water Day	Beach experience Trip to Lytham St Anne's	Sports Day Transition into Reception