

Nursery NH Long Term Curriculum

|                       | <b>Autumn 1</b><br><b>Rainbows</b>  | <b>Autumn 2</b><br><b>Once upon a time</b>   | <b>Spring 1</b><br><b>All about me</b>  | <b>Spring 2</b><br><b>People who help us</b>  | <b>Summer 1</b><br><b>Dear Zoo</b>   | <b>Summer 2</b><br><b>Teddy Bears</b>   |
|-----------------------|---|--|---|---|--|---|
| <b>Core texts</b>     | Rainbow Bear<br>Elmer<br>Rainbow Fish<br>Brown bear, brown bear<br>The mixed up chameleon<br>Red rockets and rainbow jelly<br>What do You See?, What Colour Am I?<br>The Mixed-up Chameleon,<br>About Colours (Monster School),<br>Maisy's Rainbow Dream  | 3 Little Pigs<br>3 Billy Goats Gruff<br>Goldilocks and the 3 Bears<br>Each Peach Pear Plum, Dogger, 10<br>Little fingers, 10 Little Toes, Not now<br>Bearnard<br>Chicken Licken,<br>The Lion and the Mouse | Rainbow Bear<br>The Snowflake Mistake<br>The Great Explorer   | Awesome Engines- Emergency<br>Fireman Sam, Postman Pat, Thomas<br>the Tank Engine, The day the Crayons<br>quit, The Jolly Postman, Busy Day<br>(Farmer, Firefighter, Police Officer,<br>Doctor, Vet, Teacher), Charlie and the<br>Firefighter | Dear Zoo, Where the Wild things are,<br>The Gruffalo, What the ladybird<br>Heard, Snail and the Whale, The Tiger<br>who came to Tea, Monkey Puzzle,<br>Ted falls out of Bed, The Owl who was<br>afraid of the Dark, There was an old<br>lady who swallowed a Fly, 5 Little<br>Ducks, 5 Little Monkeys, Gorilla,<br>Dancing Birds and Singing Apes,<br>Farmyard Hullabaloo, Commotion in<br>the Ocean | Paddington Bear, We're Going on a<br>Bear Hunt, Peace at Last, Bears in the<br>night, Goldilocks, Is that you little<br>Bear?, Where's My Teddy, Old Bear,<br>The Teddy Robber, Whatever Next!,   |
| <b>Visual stimuli</b> | <b>Visual stimulus:</b><br>Bing Face paint -<br><a href="https://www.bbc.co.uk/iplayer/episode/m000bb2d/bing-series-2-3-face-paint">https://www.bbc.co.uk/iplayer/episode/m000bb2d/bing-series-2-3-face-paint</a><br>Something special -<br><a href="https://www.bbc.co.uk/iplayer/episode/b06yms3t/something-special-were-all-friends-series-10-9-colours">https://www.bbc.co.uk/iplayer/episode/b06yms3t/something-special-were-all-friends-series-10-9-colours</a><br>Why do animals change colour?<br><a href="https://www.bbc.co.uk/cbeebies/watch/lets-go-club-animal-colour-change-song">https://www.bbc.co.uk/cbeebies/watch/lets-go-club-animal-colour-change-song</a> | CBeebies Bobinogs- People Who Help Us<br>Debbie and friends<br><a href="https://www.youtube.com/watch?v=UaUlRHrJGeU">https://www.youtube.com/watch?v=UaUlRHrJGeU</a>                                       | <b>Our family</b> - <a href="https://www.bbc.co.uk/iplayer/episodes/b07950p4/our-family">https://www.bbc.co.uk/iplayer/episodes/b07950p4/our-family</a><br><b>What's on your head</b> -<br><a href="https://www.bbc.co.uk/iplayer/episode/m000sf7k/whats-on-your-head-series-1-2-hijab">https://www.bbc.co.uk/iplayer/episode/m000sf7k/whats-on-your-head-series-1-2-hijab</a><br><a href="https://www.bbc.co.uk/iplayer/episode/m000sfht/whats-on-your-head-series-1-4-turban">https://www.bbc.co.uk/iplayer/episode/m000sfht/whats-on-your-head-series-1-4-turban</a><br><b>Topsy and Tim</b> -<br><a href="https://www.bbc.co.uk/iplayer/episode/b03kff1z/topsy-and-tim-series-1-14-twin-twins">https://www.bbc.co.uk/iplayer/episode/b03kff1z/topsy-and-tim-series-1-14-twin-twins</a><br><b>Topsy and Tim Xmas</b> -<br><a href="https://www.bbc.co.uk/iplayer/episode/b04vslqg/topsy-and-tim-topsy-and-tims-christmas-eve">https://www.bbc.co.uk/iplayer/episode/b04vslqg/topsy-and-tim-topsy-and-tims-christmas-eve</a><br><b>Something special Post office</b> -<br><a href="https://www.bbc.co.uk/iplayer/episode/b03skjfa/something-special-were-all-friends-series-9-7-post-office">https://www.bbc.co.uk/iplayer/episode/b03skjfa/something-special-were-all-friends-series-9-7-post-office</a><br><b>Something special hairdressers</b> -<br><a href="https://www.bbc.co.uk/iplayer/episode/b09qm740/something-special-were-all-friends-series-11-8-hairdressers">https://www.bbc.co.uk/iplayer/episode/b09qm740/something-special-were-all-friends-series-11-8-hairdressers</a><br><b>My first festivals</b> -<br><a href="https://www.bbc.co.uk/iplayer/episode/m001189h/my-first-festivals-series-2-7-bonfire-night">https://www.bbc.co.uk/iplayer/episode/m001189h/my-first-festivals-series-2-7-bonfire-night</a> | CBeebies Bobinogs- People Who Help Us   | Let's go for a walk<br><a href="https://www.bbc.co.uk/iplayer/episode/m000f1c/lets-go-for-a-walk-series-1-5-sheep-and-shiny-fish-walk">https://www.bbc.co.uk/iplayer/episode/m000f1c/lets-go-for-a-walk-series-1-5-sheep-and-shiny-fish-walk</a><br>(CBeebies)   | Magic hands<br><a href="https://www.youtube.com/watch?v=Pvzu7-nyBsY">https://www.youtube.com/watch?v=Pvzu7-nyBsY</a><br>Go Jettors<br><a href="https://www.youtube.com/watch?v=Kz8hUuWJZk8">https://www.youtube.com/watch?v=Kz8hUuWJZk8</a><br>Teddy Bear song<br><a href="https://www.youtube.com/watch?v=gMpP7e-yew4">https://www.youtube.com/watch?v=gMpP7e-yew4</a> |
| <b>Song</b>           | <b>I can sing a rainbow</b><br><b>Go bananas</b><br><b>Oranges and lemons</b><br><b>10 green bottles</b>  |  |   |   | Awesome Engines- Emergency   |   |
| <b>Events /Hooks</b>  | Children to bring in their own-coloured item  | Inviting grandparents into school -<br>Show pictures of when they were younger<br><br>Send letters to Santa - Take down to post box  | 999 emergency - <b>visit to school (ask parents)</b>  | Dress up as favourite Fairy Tale character  |  | Animal encounter - <b>Visit in school</b>   |
| <b>Weekly topics</b>  | 1.<br>2. Red<br>3. Orange<br>4. Yellow<br>5. Green<br>6. Blue<br>7. Purple  | 1. This is me<br>2. .<br>3. This is how I feel<br>4. .<br>5. This is my family<br>6. .<br>7.   | 1. (half week)<br>2. Police<br>3. Doctors/Nurses<br>4. Dentists<br>5. .Fire<br>6. .   | 1. The 3 little pigs<br>2. 3 Billy goats gruff<br>3. Goldilocks and the 3 bears<br>4. Chicken Licken<br>5. .<br>6. Each peach pear plum   | 1. Fruit and vegetables<br>2. .<br>3. Trees<br>4. .<br>5. Flowers<br>6. .  | 1. Under the sea<br>2. .<br>3. . Minibeasts<br>4. .<br>5. . Jungle<br>6. .<br>7.  |
| <b>Snacks</b>         | 1. .<br>2. Red pepper, strawberries, raspberries, tomato, apple, water melon<br>3. Orange pepper, oranges, carrot, dried apricot, pumpkin<br>4. Yellow pepper, cheese, melon, banana, pineapple, sweetcorn<br>5. Green grapes, cucumber, kiwi, avocado<br>6. Blueberries,<br>7. Purple grapes, fig  |  |   |   |  |   |

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|--|---|--------------------------------------|--|--|--|--|
| <b>Communication and Language</b><br><br><b>Listening &amp; attention</b><br><b>Understanding</b><br><b>Speaking</b> |   |                                      |  |  |  |  |
| <b>Listening &amp; attention</b><br><b>Understanding</b><br><b>Speaking</b>  | <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</li> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Single channelled attention; can shift to a different task if attention fully obtained - using child's name helps focus</li> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention - can still listen or do, but can change their own focus of attention</li> <li>• Is able to follow directions (if not intently focused)</li> <li>• Identifies action words by following simple instructions, e.g. <i>Show me jumping</i></li> <li>• Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></li> <li>• Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>)</li> <li>• Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</li> <li>• Understands use of objects (e.g. <i>Which one do we cut with?</i>)</li> <li>• Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture</li> <li>• Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i></li> <li>• Beginning to understand <i>why</i> and <i>how</i> questions</li> <li>• Uses language to share feelings, experiences and thoughts</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>)</li> <li>• Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>)</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</li> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> <li>• Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</li> <li>• Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i></li> </ul> |                                      |  |  |  |  |
| <b>C&amp;L activities</b>  | Bring in a coloured object to talk about  | Sing and sign - I can sing a rainbow |  |  |  |  |
| <b>Personal, Social and Emotional Development</b><br>†<br><br><b>Making relationships</b><br><b>Sense of self</b>    |   |                                      |  |  |  |  |
| <b>Making relationships</b><br><b>Sense of self</b>  | <ul style="list-style-type: none"> <li>• Builds relationships with special people but may show anxiety in the presence of strangers</li> <li>• Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> <li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> <li>• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</li> <li>• Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul>   |                                      |  |  |  |  |

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|---|---|--|--|--|--|--|
| <b>Understanding emotions</b>                         | <ul style="list-style-type: none"> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> <li>• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> <li>• Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings</li> <li>• Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</li> <li>• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> <li>• Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> <li>• Responds to the feelings of others, showing concern and offering comfort</li> <li>• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul> |  |  |  |  |  |
| <b>PSED activities</b>                                | Sitting on the carpet<br>Learning names<br>Circle time games  |  |  |  |  |  |
| <b>Physical Development †</b>                         | <ul style="list-style-type: none"> <li>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>• Sits comfortably on a chair with both feet on the ground</li> <li>• Runs safely on whole foot</li> <li>• Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>• Jumps up into the air with both feet leaving the floor and can jump forward a small distance</li> <li>• Begins to walk, run and climb on different levels and surfaces</li> <li>• Begins to understand and choose different ways of moving</li> <li>• Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</li> <li>• Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>• Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p>Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day</p> <ul style="list-style-type: none"> <li>• Needs to sleep for 10-13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times</li> </ul>  |  |  |  |  |  |
| <b>Moving &amp; handling<br/>Health and self care</b> |   |  |  |  |  |  |

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|------------------------------------|---|--|--|--|--|--|
|                                    | <ul style="list-style-type: none"> <li>• Feeds self competently</li> <li>• Can hold a cup with two hands and drink well without spilling</li> <li>• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</li> <li>• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</li> <li>• Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</li> <li>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>• Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies.</li> <li>• Can name and identify different parts of the body</li> <li>• Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> <li>• Can wash and can dry hands effectively and understands why this is important</li> <li>• Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body</li> <li>• Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> <li>• Can mirror the playful actions or movements of another adult or child</li> <li>• Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul>   |  |  |  |  |  |
| PD activities                      | Large movements - Colour a picture on the WB<br><small><a href="https://www.bbc.co.uk/games/embed/map2-jojo-and-gran-gran.html?embedUrl=https://www.bbc.co.uk/2/teach/2017/02/2017-02-20-jojo-and-gran-gran-make-a-picture">https://www.bbc.co.uk/games/embed/map2-jojo-and-gran-gran.html?embedUrl=https://www.bbc.co.uk/2/teach/2017/02/2017-02-20-jojo-and-gran-gran-make-a-picture</a></small>  |  |  |  |  |  |
| Literacy<br><br>Reading<br>Writing |   |  |  | Be able to talk about familiar books and able to tell a long story |  |  |
|                                    | <ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a...</i></li> <li>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words using sound play - Hears and says the initial sound in words</li> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> </ul> |  |  |  |  |  |

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|---------------------|---|--------------------------|-------------------------|---------------------------|---------------------------|---|
|                     | <ul style="list-style-type: none"> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>   |                          |                         |                           |                           |   |
| <b>L activities</b> | Twinkl phonics Week 31  | Twinkl phonics Week 7-12 | Twinkl phonics Week 1-6 | Twinkl phonics Week 13-18 | Twinkl phonics Week 19-24 | Twinkl phonics Week 25-30 (Places to visit) |
| <b>Maths</b>        |   |                          |                         |                           |                           |   |
|                     | <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i></li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• Begins to say numbers in order, some of which are in the right order (ordinality)</li> </ul> <p><b>Cardinality (How many?)</b></p> <ul style="list-style-type: none"> <li>• In everyday situations, takes or gives two or three objects from a group</li> <li>• Beginning to notice numerals (number symbols)</li> <li>• Beginning to count on their fingers.</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Moves their bodies and toys around objects and explores fitting into spaces</li> <li>• Begins to remember their way around familiar environments</li> <li>• Responds to some spatial and positional language</li> <li>• Explores how things look from different viewpoints including things that are near or far away.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Chooses puzzle pieces and tries to fit them in</li> <li>• Recognises that two objects have the same shape</li> <li>• Makes simple constructions</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Joins in and anticipates repeated sound and action patterns</li> <li>• Is interested in what happens next using the pattern of everyday routines</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Explores differences in size, length, weight and capacity</li> <li>• Beginning to understand some talk about immediate past and future</li> <li>• Beginning to anticipate times of the day such as mealtimes or home time</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>• Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>• Beginning to recognise that each counting number is one more than the one before</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Responds to and uses language of position and direction</li> </ul> |                          |                         |                           |                           |   |

## Nursery NH Long Term Curriculum

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | <ul style="list-style-type: none"> <li>• Predicts, moves and rotates objects to fit the space or create the shape they would like</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Chooses items based on their shape which are appropriate for the child's purpose</li> <li>• Responds to both informal language and common shape names</li> <li>• Shows awareness of shape similarities and differences between objects</li> <li>• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Creates their own spatial patterns showing some organisation or regularity</li> <li>• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>• Joins in with simple patterns in sounds, objects, games and stories dance and movement predicting what comes next</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recalls a sequence of events in everyday life and stories</li> </ul>  |  |  |  |  |  |
| <b>M activities</b>   |   |  |  |  |  |  |
| <p><b>Understanding the World</b></p> <p><b>People &amp; Communities</b></p> <p><b>The world</b></p> <p><b>Technology</b></p> |   | <ul style="list-style-type: none"> <li>-Has a sense of own immediate family and relations and pets</li> <li>-Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> <li>- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul> | <ul style="list-style-type: none"> <li>-Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> <li>- Shows interest in the lives of people who are familiar to them</li> <li>- Shows interest in different occupations and ways of life indoors and outdoors</li> </ul> |  | <ul style="list-style-type: none"> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>- Developing an understanding of growth, decay and changes over time</li> <li>-Shows care and concern for living things and the environment</li> </ul> |  |
|   | <ul style="list-style-type: none"> <li>-In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>-Beginning to have their own friends</li> <li>- Enjoys joining in with family customs and routines</li> <li>- Remembers and talks about significant events in their own experience</li> <li>-Recognises and describes special times or events for family or friends</li> <li>- Notices detailed features of objects in their environment</li> <li>- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> <li>- Talks about why things happen and how things work</li> <li>- Begin to understand the effect their behaviour can have on the environment</li> <li>- Seeks to acquire basic skills in turning on and operating some digital equipment</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> <li>• Plays with water to investigate "low technology" such as washing and cleaning</li> <li>• Uses pipes, funnels and other tools to carry/ transport water from one place to another</li> <li>• Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>• Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>• Knows that information can be retrieved from digital devices and the internet</li> <li>• Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</li> </ul> |  |  |  |  |  |

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|  |  |  |  |  | Plant seeds and grow plants |  |
| Expressive Arts and Design                             | <ul style="list-style-type: none"> <li>-Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>• Continues to explore colour and how colours can be changed</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> </ul> |  |  |                             |  |
| Creating with materials Being imaginative & expressive | <ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>• Uses 3D and 2D structures to explore materials and/or to express ideas</li> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally</li> <li>• Continues to explore colour and how colours can be changed</li> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> <li>• Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></li> <li>• Creates rhythmic sounds and movements</li> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Experiments and creates movement in response to music, stories and ideas</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> <li>• Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Plays alongside other children who are engaged in the same theme</li> </ul> |  |  |  |                             |  |
| EAaD activities  | Whole class rainbow using different techniques<br>Elmer printing elephants<br>Jelly making - Jelly play  |  |  |  |                             |  |