

# 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?
Real Life Experiences (Cultural Capital)	Colour explosion	Treasure hunt around nursery for shiny objects.	Building walk, walk to some work nearby OR visit from a builder.	Eggs and incubator.	Beach experience Trip to Lytham St Anne's	Sports session with PE Coach.
Communication and Language-Speaking and Listening	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.	
Literacy						
Literacy Key Texts And Poems / Rhymes	'Pete the Cat'. 'I Love my White Shoes' By Eric Litwin. 'Wow, said the Owl' By Tim Hopgood.  Rainbow poem	'How to Catch a Star' By Oliver Jeffers.  'Day and Night' (non-fiction book)  'Twinkle Twinkle Little Star' (nursery rhyme)	'The Three Little Pigs' (Traditional Story)  'Walter's Wonderful Web' By Tim Hopgood.  'Incy Wincy Spider' (nursery rhyme)	'The Very Hungry Caterpillar' By Eric Carle.  'The Odd Egg' By Emily Gravett.  'Eggs and Chicks. Beginners Series' (Usbourne)  'Humpty Dumpty'	'The Crocodile Who Didn't Like Water'.  'Pirate Pete' By Nick Sharatt.  'Exploring Rockpools non-fiction book' By Jill McDougall.  'Row, row, row your boat' (nursery rhyme)	'What makes me a me?' By Ben Faulks and David Tazzyman.  'Monkey and Me' By Emily Gravett.  'My Amazing Body' By Pat Thomas.  'Jack and Jill' (nursery rhyme)
Phonics	Letters and Sounds. Phase 1 activities.	Letters and Sounds. Phase 1 activities.	Letters and Sounds. Phase 1 activities.	Letters and Sounds. Phase 1 activities. Continue to teach a sound a week using the Read Write Inc. Scheme.		

	Name recognition with adult support.	Introduce a letter sound a week:- m, a, s, d, t, p using the Read Write Inc. Scheme.  Name recognition with adult support.	Continue to teach a sound a week using the Read Write Inc. Scheme.  Name recognition independently.			
<b>Role Play</b>	Home corner.	Shiny Shop.	Outdoor building site.	Fruit and vegetable shop.	Fish and Chip café.	Mini Gym.
<b>Physical Development – Fine Motor Skills</b>	Scissor skills – snipping  Fine motor skill - introducing chunky tweezers.	Scissor skills – cutting along a straight line.  Fine motor skill – introduce threading using pipe cleaners.  Dough disco for strengthening finger muscles.	Scissor skills – cutting along a wavy line.  Fine motor skill – joining construction  Dough disco for strengthening finger muscles.	Scissor skills – cutting along a zig zag line.  Fine motor skill – using clothes pegs  Dough disco for strengthening finger muscles.	Scissor skills – cutting around a picture of an object.  Fine motor skill – manipulates small objects with fingers and tweezers.  Dough disco for strengthening finger muscles.	Scissor skills – cutting around a picture of an object.  Fine motor skill – threading using string and wool.  Dough disco for strengthening finger muscles.
<b>Writing</b>	Mark making, attempts at name writing, writing first letter of name.	Mark making, attempts at name writing, letter of the week.	Mark making, giving meanings to marks they make. Attempts at name writing, Letter of the week.	Mark making, giving meaning to marks they make. Attempts at name writing,	Mark making, giving meaning to marks they make using letter type shapes.	Mark making, giving meaning to marks they make using letter type shapes.

				Letter of the week. Signing name in.	Signing name in starting to form some letters correctly.	Signing name in starting to form most letters correctly.
Reading for Pleasure	Building up children's knowledge of specially selected Core Books to share and retell. Key texts, poems and rhymes. 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.					
Mathematics						
Mathematics	Number rhymes  Colour recognition – sorting by colour  Recites numbers in order to 5.  Introduce a number of the week 1, 2, 3, 4 & 5.  Shapes and pattern in pictures.  Measure – big and little/small  Positional language – begin to follow some instructions using positional language.	Number rhymes  Continue to introduce a number of the week 6, 7, 8, 9 & 10.  Recites numbers in order to 10.  Matches numeral and quantity correctly (1 to 5)  Introduce 2D shape names.  Make arrangements with objects and begin to talk about them  Measure – big, medium, little/small  Positional language – begin to use some positional language	Number rhymes  Counting – Count up to 3 / 4 objects by  Confidently recites numbers in order to 10.  Measure – order more than three objects by size  Positional language – use positional language in a range of contexts.  Money – sort some coins, begin to use money in role play.  Capacity – begin to use some language			

			Money- explore and match coins Capacity – explore			
Understanding the World						
Science  Working Scientifically	Colour - How is a Rainbow Made?	Materials:- dull and shiny.	Materials – wood, brick, plastic, glass.	Eggs – life cycle of a chick.	Seasons – Summer.	Seasons – Summer.
	What colours are in a rainbow?	Day and Night animals.	Birds in Winter.	Comparing clean hands.	Floating and sinking.	Clothing we wear in warmer weather and colder weather.
	Planting daffodil bulbs, needs for growth.	Changes of the weather.  Winter clothing.	Changes in Winter.	Seasons – Spring.	To observe first-hand 2 different sea creatures.  To grow cress plants.	
Computing	Introduce the children to a PC. ICT questionnaire sent out to parents to find out what the children know already. E - Safety	Purple Mash, Mini Mash, Paint Program – Fireworks  E-Safety	To use remote controlled toys  E-Safety	To move in different directions – forwards, backwards etc.  E-Safety	To use a Beebot  E-Safety	To complete a simple program on Mini Mash  E-Safety

<b>Geography</b>	Seasons – Autumn Finding out where things belong and live inside and outside nursery.	Shows interest in different occupations and ways of life. (Firefighter)  Treasure Hunt.	Seasons – Winter Different types of homes.  What is your address?		Children will learn about safety at the seaside and how to look after our beaches and ourselves in the sun.  Simple Maps.  Treasure Maps.	
<b>History</b>	Nursery routines:- chronological visual timetable.	Days of the week	Children to talk about their own experiences and special times they have shared with their family  Parent's day. Parents to talk about their child, to their child.	Life cycle of a chick and caterpillar.		Grandparent's day. Grandparents to talk to their grandchild about what life was like for them when they were a child.  Looking back on the year – referring to nursery timeline and looking at Learning Journeys.
<b>Expressive Art</b>						
<b>Art</b>	Artist – Jackson Pollock. Creating our 'Colour Explosion' large scale	Exploring clay and experimenting using tools to make patterns in clay.	Artist – James Rizzi.  Junk modelling house/building and painting and collage	Colour mixing using primary colours.	Create a flag for their sandcastle to take on the beach trip.	Using clay to make something. Pushing items in the clay.

	collaborative art work. Drawing their self-portrait using felt pens (For their Learning Journey) Using pastels to draw their self-portrait and display in a frame (Part of a team)	Making Diva pots using clay.  Printing with paint using shapes.	the house/building in the style of James Rizzi.			
<b>Design and Technology</b>	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.
<b>Music</b>	Nursery rhymes using our song box.  Learning the names of different percussion instruments and identifying the sounds.	Christmas production songs  Clapping games to keep a steady beat.  Playing percussion instruments loudly and quietly including using our voices loudly and quietly.	Playing percussion instruments fast and slow  Using claves to keep a steady beat.	Chick, chick, chick, chick, chicken song.  Using percussion instruments to accompany a song.	The Sun Has Got His Hat On song.  Come with me to the Beach song.	Body percussion.  If You're Happy and You Know It song. With actions:- run on the spot, jump up and down, stamp your feet, stand on one leg.

Physical Education						
Physical Education – Gross Motor Skills	Throughout the year children will: Move confidently in a range of different ways on different levels at varying speeds during Sticky Kids and outdoor provision. Build upper body strength using ribbons to create vertical, horizontal and circular movements. Build up confidence when balancing during Sticky Kids and outdoor provision. Use the balance bikes, trikes, taxis and scooters. Develop ball skills: - throw, catch and kick a ball. To be confident when mark making, holding tools appropriately and practicing name writing throughout the year. Become independent with toileting/coats/snack time.					
Personal, Social, Emotional Development						
PHSE	Transition, settling, attachment.  Building relationships with nursery adults and peers.  Understand the boundaries within the classroom through modelled behaviour. Getting children familiar with the nursery environment.	Relationships: - with peers, adults, family.  World Children's Day.  'Meet Your Brain' - My Happy Minds.	'Celebrate' - My Happy Minds.  Unicef Rights Respecting: - Revisit the class charter to encourage children to become aware of their rights- use this throughout the year.	'Appreciate' - My Happy Minds.	Children to recount their experiences to each other, listening and responding appropriately.  Caring for the environment particularly at the seaside. Picking up litter, danger to sea creatures.  Safety at the seaside.	Changes- transition into Reception. Prepare children: wearing a uniform/ staying for lunch/ visit new classes/ Stay and play/ meet new teacher  Feelings and change: - Children to share feelings about the transition, and to talk about these throughout.  'Engage' - My Happy Minds

	<p>Unicef Rights Respecting :- Make a class charter to encourage children to become aware of their rights- use this throughout the year.</p> <p>'Welcome to my Happy Mind' - My Happy Minds.</p>				'Relate' - My Happy Minds.	Relationships.
<b>Religious Education/ Collective Worship</b>	<p>Where do we belong?</p> <p>Story – 'Joseph and his coloured coat'.</p>	<p>Which people are special and why?</p> <p>Story - .The Christmas Story'.</p>	<p>Which stories are special and why?</p> <p>Children to talk about their own experiences and special times they have shared with their family</p> <p>Story – 'Wise man &amp; foolish man building a house'.</p>	<p>Which times are special and why?</p> <p>Story – 'The Easter Story'.</p>	<p>Which places are special and why?</p> <p>Story – 'Jonah and the whale'.</p>	<p>What is special about our world and why?</p> <p>Story – 'Noah's Ark'.</p>
<b>Enrichments</b>						
<b>Enrichment Weeks</b>				Healthy Minds and Healthy Bodies Week		Templemoor at 50 – Back to the 70's!



				WB: 16 <sup>th</sup> March 2020		
<b>Enrichments</b>	Poet visit from Andy Tooze  World Food Day – 16 <sup>th</sup> October  Collection for the local foodbank.	Anti-bullying Week  Remembrance Day - Poppies  Firework Safety  Christmas Production  World Children's Day	Safer Internet Day  Author visit from Steve Webb  Storytelling Week	World Book Day  NSPCC Visit		Transition to Reception