

Curriculum Long Term Plan – Nursery

			Curriculant Long Termi Hall			
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Productivity	Transparency	Excellency
Theme 1	Me and My Community	Starry Night	Once Upon a Time	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Theme 2	Exploring Autumn	Winter Wonderland	Sparkle and Shine	Puddles and Rainbows	Shadows and Reflections	Splash!
Trip	Autumn Walk at Avenue Park	Odds Farm	Puppet Show	National History Museum	Kew Gardens	London Aquarium
Visitor(s)	People who help us	-	Author	-	Minibeast workshop	-
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Qur'aan	Surah Fatihah	Surah Ikhlaas	Suratul Kawthar	Surah Humazah	Surah Qariah	Surah Qadr
•	Surah Naas	Surah Masad	Surah Quraish	Surah Asr	Surah Adiyat	Surah Teen
	Surah Falaq	Surah Nasr	Surah Fil	Surah Takathur	Surah Zalzala	Surah Inshirah
Arabic	Myself	Myself	My family	My family	My home	My home
7.1.0.0.0	Unit 1: Greetings	Unit 1: Numbers 0 – 10	Unit 1: Immediate family members	Unit 1: Simple descriptions	Unit 1: Rooms in the house	Unit 2: Content of bedroom
	Unit 2: My name	Unit 2: Body parts	Unit 2: Pets	Ramadan and Eid	Unit 2: Content of bedroom	Rhymes and stories
	Unit 3: My age	orne 2. Body parts	01110 Z. 1 Ct3	Hamadan and Ela	ome 2. content of beardonn	mymes and scories
C&L	Listen attentively and respond to	Listen attentively and respond to	Make comments about what they have	Listen attentively and respond to	Hold conversation when	Hold conversation when engaged in
	what they hear with relevant	what they hear with relevant	heard and ask questions to clarify their	what they hear with relevant	engaged in back-and-forth	back-and-forth exchanges with their
	questions, comments and actions	questions, comments and actions	understanding.	questions, comments and actions	exchanges with their teacher	teacher and peers.
	when being read to and during	when being read to and during	Offer explanations for why things	when being read to and during	and peers.	Offer explanations for why things
	whole class discussions and small	whole class discussions and small	might happen, making use of recently	whole class discussions and small	Express their ideas and	might happen, making use of recently
	group interactions.	group interactions.	introduced vocabulary from stories,	group interactions.	feelings about their	introduced vocabulary from stories,
	Express their ideas and feelings	Make comments about what they	non-fiction, rhymes, and poems when	Hold conversation when engaged	experiences using full	non-fiction, rhymes, and poems when
	about their experiences using full	have heard and ask questions to	appropriate.	in back-and-forth exchanges with	sentences, including use of	appropriate.
	sentences, including use of past,	clarify their understanding.	Express their ideas and feelings about	their teacher and peers.	past, present, and future	арргорпасс.
	present, and future tenses, and	ciarry their arracrotarianing.	their experiences using full sentences,	their teacher and peers.	tenses, and making use of	
	making use of conjunctions, with		including use of past, present, and		conjunctions, with modelling	
	modelling and support from their		future tenses, and making use of		and support from their	
	teacher.		conjunctions, with modelling and		teacher.	
	teacher.		support from their teacher.		tederier.	
PSED	Give focused attention to what	Give focused attention to what the	Show an understanding of their own	Explain the reasons for rules,	Manage their own basic	Set and work towards simple goals,
	the teacher says, responding	teacher says, responding	feelings and those of others and begin	know right from wrong and try to	hygiene and personal needs,	being able to wait for what they want
	appropriately even when	appropriately even when engaged	to regulate their behaviour accordingly.	behave accordingly.	including dressing, going to the	and control their immediate impulses
	engaged in activity, and show an	in activity, and show an ability to	Give focused attention to what the	Work and play cooperatively and	toilet, and understanding the	when appropriate.
	ability to follow instructions	follow instructions involving several	teacher says, responding appropriately	take turns with others.	importance of healthy food	Be confident to try new activities and
	involving several ideas or actions.	ideas or actions.	even when engaged in activity, and		choices.	show independence, resilience, and
	Explain the reasons for rules,	Manage their own basic hygiene	show an ability to follow instructions			perseverance in the face of challenge.
	know right from wrong and try to	and personal needs including	involving several ideas or actions.			-
	behave accordingly.	dressing, going to the toilet, and	Explain the reasons for rules, know			
	Work and play cooperatively and	understanding the importance of	right from wrong and try to behave			
	take turns with others.	healthy food choices.	accordingly.			
	Form positive attachments to		Work and play cooperatively and take			
	adults and friendships with		turns with others.			
	peers.					
PD	Hold a pencil effectively in	Move energetically, such as	Move energetically, such as running,	Negotiate space and obstacles	Move energetically, such as	Move energetically, such as running,
	preparation for fluent writing –	running, jumping, dancing,	jumping, dancing, hopping, skipping,	safely, with consideration for	running, jumping, dancing,	jumping, dancing, hopping, skipping,
	using the tripod grip in all cases.	hopping, skipping, and climbing.	and climbing.	themselves and others.	hopping, skipping, and	and climbing.
		Begin to show accuracy and care	_	Move energetically, such as	climbing.	_
		when drawing.		running, jumping, dancing,		
				hopping, skipping, and climbing.	Use a range of small tools,	
				Hold a pencil effectively in	including scissors, paint	
				preparation for fluent writing –	brushes and cutlery.	
				using the tripod grip in all cases.	,	
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	Demonstrate understanding of	Demonstrate understanding of	Demonstrate understanding of what	Demonstrate understanding of	Demonstrate understanding of	Use and understand recently
-	what has been read to them by	what has been read to them by	has been read to them by retelling	what has been read to them by	what has been read to them by	introduced vocabulary during
	retelling stories and narratives	retelling stories and narratives	stories and narratives using their own	retelling stories and narratives	retelling stories and narratives	discussions about stories, non-fiction,
	using their own words and	using their own words and recently	words and recently introduced	using their own words and	using their own words and	rhymes, and poems and during role-
	recently introduced vocabulary.	introduced vocabulary.	vocabulary.	recently introduced vocabulary.	recently introduced	play. Enjoys looking at books and
	Read words consistent with their	Read words consistent with their	Say a sound for each letter in the	Use and understand recently	vocabulary.	sharing stories.
	phonic knowledge by sound-	phonic knowledge by sound-	alphabet and at least 10 digraphs.	introduced vocabulary during	Use and understand recently	
	blending.	blending.	Read words consistent with their	discussions about stories, non-	introduced vocabulary during	
	Write recognisable letters, most	_	phonic knowledge by sound-blending.	fiction, rhymes, and poems and	discussions about stories, non-	
	of which are correctly formed.		Read aloud simple sentences and books	during role-play.	fiction, rhymes, and poems and	
	Enjoys looking at books and		that are consistent with their phonic	Say a sound for each letter in the	during role-play.	
	sharing stories.		knowledge, including some common	alphabet and at least 10	Say a sound for each letter in	
			exception words.	digraphs.	the alphabet and at least 10	
			Enjoys looking at books and sharing	Read words consistent with their	digraphs.	
			stories.	phonic knowledge by sound-	Read words consistent with	
				blending.	their phonic knowledge by	
				Write recognisable letters, most	sound-blending.	
				of which are correctly formed.	Read aloud simple sentences	
				Enjoys looking at books and	and books that are consistent	
				sharing stories	with their phonic knowledge,	
					including some common	
					exception words.	
					Enjoys looking at books and sharing stories.	
M	Have a deep understanding of	Automatically recall (without	Have a deep understanding of number	Have a deep understanding of	Have a deep understanding of	Compare the capacity of everyday
	number to 10, including the	reference to rhymes, counting or	to 10, including the composition of	number to 10, including the	number to 10, including the	objects
	composition of each number.	other aids) number bonds up to 5	each number.	composition of each number.	composition of each number.	
	Subitise (recognise quantities	(including subtraction facts) and	Use everyday language to talk about	Verbally count beyond 20,	Subitise (recognise quantities	
	without counting) up to 5.	some number bonds to 10,	length and height, weight, and capacity.	recognising the pattern of the	without counting) up to 5.	
	Use everyday language to talk	including double facts.	Solve simple problems related to	counting system.		
	about length and height, weight, and capacity.	Verbally count beyond 20, recognising the pattern of the	length, height, capacity, weight, time,	Use everyday language to talk about length and height, weight,		
	Solve simple problems related	counting system.	and money.	and capacity.		
	to length, height, capacity,	Use everyday language to talk		Solve simple problems related to		
	weight, time, and money.	about length and height, weight,		length, height, capacity, weight,		
	Recognise and name common	and capacity.		time, and money.		
	2D shapes.	Solve simple problems related to		, , , , , , , , , , , , , , , , , , , ,		
		length, height, capacity, weight,				
		time, and money.				
uw	Talk about the lives of the people	Talk about the lives of the people	Understand the past through settings,	Explore the natural world around	Explore the natural world	Describe their immediate environment
	around them and their roles in	around them and their roles in	characters and events encountered in	them, making observations and	around them, making	using knowledge from observation,
	society. Discuss simple changes as they	society. Explore the natural world around	books read in class and storytelling.	drawing pictures of animals and	observations and drawing pictures of animals and plants.	discussion, stories, non-fiction texts
	have grown from being a baby.	them, making observations and		plants. Understand some important	Develop scientific knowledge	and maps. Know some similarities and differences
	Know ways to care for their local	drawing pictures of animals and		processes and changes in the	through play activities, sharing	between different religious and cultural
	environment.	plants.		natural world around them,	stories and non-fiction books	communities in this country, drawing
	2	Sort and group materials and		including the seasons and	and discussion.	on their experiences and what has
		resources and talk about how they		changing states of matter.	Sort and group materials and	been read in class.
		are similar or different.			resources and talk about how	Explain some similarities and
					they are similar or different.	differences between life in this country
					-	and life in other countries, drawing on
						knowledge from stories, non-fiction
						texts and – when appropriate – maps.
						Know ways to care for their local
						environment.

EAD	Safely use and explore a variety	Safely use and explore a variety of	Share their creations, explaining the	Safely use and explore a variety	Safely use and explore a	Explore and create using a wide range
	of materials, tools and	materials, tools and techniques,	process they have used.	of materials, tools and	variety of materials, tools and	of materials and components, including
	techniques, experimenting with	experimenting with colour, design,	Make use of props and materials when	techniques, experimenting with	techniques, experimenting	upcycled materials, construction kits,
	colour, design, texture, form and	texture, form and function.	role playing characters in narratives and	colour, design, texture, form and	with colour, design, texture,	textiles and ingredients.
	function.	Make use of props and materials	stories.	function.	form and function.	Share their creations, explaining the
	Make use of props and materials	when role playing characters in	Explore and create using a wide range	Perform songs, rhymes, poems	Sing a range of well-known	process they have used.
	when role playing characters in	narratives and stories.	of materials and components, including	and stories with others, and –	nursery rhymes and songs.	
	narratives and stories.	Perform songs, rhymes, poems and	upcycled materials, construction kits,	when appropriate – try to move		
	Perform songs, rhymes, poems	stories with others, and – when	textiles and ingredients.	in time with music.		
	and stories with others, and –	appropriate – try to move in time				
	when appropriate – try to move	with music.				
	in time with music.	Listen to a variety of music and				
	Listen to a variety of music and	sounds.				
	sounds.					