

Curriculum Long Term Plan – Nursery

	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	-
Qur'aan	Surah Fatihah Surah Naas Surah Falaq	Surah Ikhlāas Surah Masad Surah Nasr	Suratul Kawthar Surah Quraish Surah Fil	Surah Humazah Surah Asr Surah Takathur	Surah Qariah Surah Adiyat Surah Zalzalā	Surah Qadr Surah Teen Surah Inshirah
Arabic	Myself Unit 1: Greetings Unit 2: My name Unit 3: My age	Myself Unit 1: Numbers 0 – 10 Unit 2: Body parts	My family Unit 1: Immediate family members Unit 2: Pets	My family Unit 1: Simple descriptions Ramadan and Eid	My home Unit 1: Rooms in the house Unit 2: Content of bedroom	My home Unit 2: Content of bedroom Rhymes and stories
C & L	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
PSED	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs including dressing, going to the toilet, and understanding the importance of healthy food choices.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.	Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
PD	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Begin to show accuracy and care when drawing.	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Use a range of small tools, including scissors, paint brushes and cutlery.	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

L	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed. Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed. Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Enjoys looking at books and sharing stories.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Enjoys looking at books and sharing stories.</p>
M	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Use everyday language to talk about length and height, weight, and capacity. Solve simple problems related to length, height, capacity, weight, time, and money. Recognise and name common 2D shapes.</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Use everyday language to talk about length and height, weight, and capacity. Solve simple problems related to length, height, capacity, weight, time, and money.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Use everyday language to talk about length and height, weight, and capacity. Solve simple problems related to length, height, capacity, weight, time, and money.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. Use everyday language to talk about length and height, weight, and capacity. Solve simple problems related to length, height, capacity, weight, time, and money.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p>	<p>Compare the capacity of everyday objects</p>
UW	<p>Talk about the lives of the people around them and their roles in society. Discuss simple changes as they have grown from being a baby. Know ways to care for their local environment.</p>	<p>Talk about the lives of the people around them and their roles in society. Explore the natural world around them, making observations and drawing pictures of animals and plants. Sort and group materials and resources and talk about how they are similar or different.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Sort and group materials and resources and talk about how they are similar or different.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and 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.</p>

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