



# Long Term Planning

## Nursery Curriculum: 3 and 4 year-old children



|                                                                                                                           | Autumn                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                   |
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| <b>Themes</b>                                                                                                             | Marvellous Me!<br>Let's celebrate                                                                                                                                                                       | Out of this world<br>The great outdoors                                                                                                                                                                                                 | We're off on a journey<br>Water, water everywhere                                                                                                                                        |
| <b>Core texts</b><br>(these may be adapted or added to, in line with children's needs and interests throughout the term.) | All About Me – poem<br>Owl Babies<br>There's only one you<br><b>Goldilocks and the 3 Bears</b><br><br>We're going on a Leaf Hunt<br>Autumn poem<br>Peppa Pig's Diwali<br>Stick Man<br><b>Cinderella</b> | Night Monkey Day Monkey<br>The Smeds and the Smoos<br>How to Catch a Star<br>What friends do best<br><b>The Elves and the Shoemaker</b><br><br>The Very Hungry Caterpillar<br>Oi Frog!<br>Monkey Puzzle<br><b>The Three Little Pigs</b> | The Train Ride<br>Lost and Found<br>The Runaway Train<br><b>Little Red Riding Hood</b><br><br>Rainbow Fish<br>Sharing a Shell<br>Commotion in the Ocean<br><b>Jack and the Beanstalk</b> |
| <b>Core learning opportunities</b>                                                                                        | Meeting new friends<br>Autumn<br>Harvest<br>Bonfire night<br>Remembrance Day<br>Nativity<br>Christmas                                                                                                   | Winter<br>Chinese New Year<br>Spring<br>World book day<br>New life<br>Mother's day<br>Easter                                                                                                                                            | St George's day<br>Father's day<br>Sun safety<br>Holidays<br>Transition for school leavers                                                                                               |
| <b>Oracy opportunities</b>                                                                                                | Sharing what makes us marvellous<br>Retelling familiar stories<br>Performance of All About Me poem and poetry basket poems<br>Sharing experiences of Bonfire Night<br>Nativity performance for parents  | Retelling familiar stories<br>Talking with outside visitors – asking questions<br>Talking about World Book Day character (dress up day)<br>Mother's Day Cards                                                                           | Retelling familiar stories<br>Recount of journey<br>Questioning visiting swimming instructor<br>Father's day messages<br>Graduation performance – what they want to be when they grow up |
| <b>Enquiry</b>                                                                                                            | How are we the same?                                                                                                                                                                                    | Why is there ice on the ground?                                                                                                                                                                                                         | What is St George's day?                                                                                                                                                                 |

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|                                         | <p>How are we different?</p> <p>Why are there so many leaves on the ground?</p> <p>Why do we wear a poppy?</p> <p>What is the Christmas story?</p> | <p>What sort of clothes do I need to wear now?</p> <p>What are the signs of spring I can see?</p> <p>How are baby animals different to their parents?</p> <p>What do we celebrate at Easter?</p> | <p>How do I stay safe in the sun?</p> <p>What would I take to go on holiday?</p> <p>What can I expect when I go to school?</p> |
| <b>Parent partnership opportunities</b> | <p>Spooky storytelling</p> <p>Christmas workshop</p> <p>Christmas performance</p>                                                                  | <p>World book day – Library visit.</p> <p>Easter bonnet parade</p>                                                                                                                               | <p>Farm trip</p> <p>Nursery graduation</p>                                                                                     |

At Springmoor Grange nursery, children will join us at different times throughout the year. As pupils join us, we will adapt our provision to cater for their needs.

This long term overview outlines the skills that we would like pupils to demonstrate in each area of learning by the time they leave us.

| Prime areas                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Communication and language                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                           | Physical Development                                                                                                                                                                                                                                                                                                                                                                | Personal, social and emotional development.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>- Listens to others in small groups</li><li>- Listens to familiar stories with increasing attention</li><li>- Begins to understand more complex sentences eg: put your toys away and sit on the carpet.</li><li>- Joins in with repeated refrains and anticipates key events in stories and rhymes.</li><li>- Can retell past events in the correct order</li><li>- Is able to follow simple directions</li></ul> |                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>- May begin to show a dominant hand or foot</li><li>- Shows increasing control manipulating a range of objects and tools</li><li>- Holds mark making tools with thumb and fingers</li><li>- Increasingly independent when putting on and taking off clothing, zipping and unzipping.</li><li>- Usually dry and clean during the day</li></ul> | <ul style="list-style-type: none"><li>- Show empathy and concern for people who are special to them.</li><li>- Seeks out others to share experiences</li><li>- Talk about how others might be feeling and respond appropriately.</li><li>- Understand that actions have consequences</li><li>- Demonstrate enjoyment in a sense of belonging by being involved in daily tasks</li><li>- Shows confidence in choosing resources and perseverance in carrying out activities.</li></ul> |
| Specific areas                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mathematics                                                                                                                                                                                                               | Understanding the world                                                                                                                                                                                                                                                                                                                                                             | Expressive art and design                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>- Engage in purposeful mark making, e.g. writing lists, messages, orders etc...</li><li>- Talk freely and confidently about stories and will use new vocabulary in context</li></ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>- Subitises up to 3 objects</li><li>- Counts beyond 5</li><li>- Links numerals with amounts up to 5</li><li>- Explores shapes using informal language eg: corners, shapes</li></ul> | <ul style="list-style-type: none"><li>- Talk in more detail about events in their own experiences that are important to them.</li><li>- - Has an awareness that there are different</li></ul>                                                                                                                                                                                       | <ul style="list-style-type: none"><li>- Add more detail to their drawings and will be able to explain the marks that they have made.</li><li>- Choose different coloured drawing implements for a purpose.</li></ul>                                                                                                                                                                                                                                                                  |

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| <ul style="list-style-type: none"> <li>- Can predict what might happen next in a story</li> <li>- Continue a rhyming string and make up funny rhyming names</li> <li>- Has an awareness of syllables in words</li> <li>- Able to hear the initial sound in words</li> <li>- Handle books with respect and knows the different parts of a book</li> <li>- Begin to use a range of marks for “writing”.</li> <li>- Begin to recognise and write own name</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- Compares quantities using ‘more / less’</li> </ul> | <ul style="list-style-type: none"> <li>- countries in our world, and will be able to</li> <li>- comment on similarities and differences.</li> <li>- Knows about the different seasons and can talk about the weather.</li> <li>- Know about different life cycles and able to explain what they know.</li> <li>- Explain what plants need to grow.</li> <li>- Explore and investigate objects and able to</li> <li>- discuss what they notice/discover.</li> <li>- Investigate and discover how things work and talk about their discoveries.</li> </ul> | <ul style="list-style-type: none"> <li>- Make choices about what to use and how to use it when constructing and creating and will be able to explain their choices.</li> <li>- Use a range of props and resources in their imaginative play.</li> <li>- Explore colour mixing and be able to talk about what they have created.</li> <li>- Make specific sounds with instruments and will be able to express their feelings.</li> <li>- Sing familiar songs and have fun with the pitch and melody.</li> </ul> |
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