



Long Term Curriculum Framework Year Nursery 2023 - 2024

Written:
September 2023

Date Of next Review:
July 2024

Member of staff responsible:
**Headteachers / teacher /
Deputy Headteacher**

Dates	6 th Sept- 20 th Oct	30 th Oct-21 st Dec	9 th Jan-9 th Feb	19 th Feb-28 th March	15 th April-24 th May	3 rd June-22 rd July
Term	6 Weeks Autumn 1	7.5 weeks Autumn 2	5 weeks Spring 1	6 weeks Spring 2	6 weeks Summer 1	6.5 weeks Summer 2
Theme/Topic	<p>If your happy and you know it!</p> <p>It's all about me!</p> <p>Autumn</p>	<p>Zoom, Zoom Zoom We Are Going To The Moon</p> <p>Flying like a rocket.</p> <p>(Autumn Festivals, Christmas)</p>	<p>Fee- Fi- Fo - fum (Traditional Tales)</p> <p>Where we live</p> <p>Winter</p>	<p>One, zoo, three!</p> <p>(Easter, Planting, Life cycles)</p> <p>Science Week 8th – 17th March</p>	<p>Old McDonald had a farm</p> <p>(Animals, Minibeasts)</p> <p>Mental Health Week 13th – 17th May</p> <p>Summer</p>	<p>Seaside and travel</p> <p>Commotion in the ocean</p> <p>(Travel, New beginnings – Transition)</p> <p>Healthy Eating Week- 10-14th June</p>

<p>My inspirations (Hook ins)</p>	<ul style="list-style-type: none"> • Family • Community • Welcome to Hillview Nursery • Meeting new friends 	<ul style="list-style-type: none"> • Autumn trail in South Harrow park • Astronaut-Tim Peake • Picnic on 'the moon.' • Visit from the • Write a letter to an Alien 	<ul style="list-style-type: none"> • Story Sacks • Story suitcase • Teddy Bears Picnics • Write a letter to the big bad wolf 	<ul style="list-style-type: none"> • World Book Day • Planting a seed and watching it grow • Spring walk to the local park • Write shopping list for soup 	<ul style="list-style-type: none"> • Visit from petting farm • Caterpillars in the classroom • Development of minibeast hotels in outdoor areas • Write a letter to the farmer 	<ul style="list-style-type: none"> • Sports day • Transitioning to school – stay and play • Nursery graduation • My new teacher • Write a postcard
--	---	---	--	---	--	---

		'Elf on the Shelf'				
My experiences (Trips)	<ul style="list-style-type: none"> • Meeting new friends in Nursery • Cooking • Starting nursery. • Nursery Values and routines. • Dental nurse: Talk on healthy choices/oral health 	<ul style="list-style-type: none"> • Autumn Trail • Christmas craft workshop • 	<ul style="list-style-type: none"> • Trip to the library • Trip to the post box • Chinese New Year cooking • Literacy event with Children's Centre • Parents invited into read their favorite book 	<ul style="list-style-type: none"> • Parents invited in to read stories-World Book Day • Cooking root vegetable soup 	<ul style="list-style-type: none"> • Visit from petting farm • Observing caterpillars develop into butterflies 	<ul style="list-style-type: none"> • Visiting schools • Nursery graduation • Meeting their new Reception teacher • Walk to the train station

<p>My Voice (Key Texts)</p>	<p>Show and Tell: my family photo.</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Wow said the owl • The Gruffalo • Please Mr Panda • Nursery Rhymes 	<p>Talking to the school nurse and asking questions.</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • 5 Little Pumpkins • Non fiction: fireworks text • Stick man • Whatever Next • Q Pootle 5/in space • Zoom Zoom Zoom we're going to the moon • Alien Loves Underpants • The owl who was afraid of the dark 	<p>Show and Tell: something I see on my way to Nursery.</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Three Little Pigs • The Gingerbread Man • Goldilocks and the Three Bears • Non fiction: maps/atlas • Three Billy Goats Gruff • Jack and the beanstalk 	<p>Show and Tell: Their favourite stories.</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • The Enormous Turnip • One Tiny Seed/Eric's Garden • A seed in need • Rumble in the Jungle • Farmer Duck • Where's my chick? 	<p>Talk about their visit from the petting farm.</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Chicken Licken • Noisy Farm • The Very Hungry Caterpillar/Crunching Munching Caterpillar • The Ugly Duckling • Rosie's Walk • Little Rabbit Foo Foo 	<p>Show and tell: My achievements and favourite moments from nursery.</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Can you hear the sea? • Commotion in the ocean • Non fiction: Sea creatures (Reception class names) • Oliver Travels far and wide • Tiddler • Sharing a shell • Pip and Posy at the beach • Sailor Bear
--	--	--	--	---	---	--

		<ul style="list-style-type: none"> Christmas stories 				
Parents / carers	Focus children stay & play with parents.	Focus children stay & play with parents.	Focus children stay & play with parents.	Focus children stay & play with parents.	Focus children stay & play with parents.	Focus children stay & play with parents.
	<p>Coffee morning Intro to EYLog – Hannah 11th October</p> <p>Intro to Early Years – Neeta 18th October</p>	<p>Parent consultation.</p> <p>Coffee morning and parent questionnaire – 7th December</p> <p>Numeracy event</p> <p>Parent forum</p>	<p>Volunteers to help on school trip</p> <p>Coffee Morning</p> <p>Literacy event</p> <p>Cake sale</p>	<p>Mothers Day stay and play 8th March</p> <p>Parents consultation</p> <p>Coffee Morning</p> <p>Science Stay and play</p>	<p>Coffee Morning</p> <p>Summer fair</p> <p>Table sale</p>	<p>Father’s day stay and play</p> <p>Coffee Morning</p> <p>Graduation</p>
My community	<ul style="list-style-type: none"> Our School Visit from Oral Health Nurse 	<ul style="list-style-type: none"> Parent winter craft workshops 19th December. Send home wow moment sheets. 	<ul style="list-style-type: none"> Walk to the library. Walk to the post box. 	<ul style="list-style-type: none"> Walk to green grocers to buy root vegetables . Parents invited in to school to read stories to children Send home wow moment sheets. 	<ul style="list-style-type: none"> Walk to waitrose - wider community 	<ul style="list-style-type: none"> The wider school- beyond Nursery Reception Stay and play sessions Play sessions with Reception Send home star moment sheets.

celebrations	<ul style="list-style-type: none"> • Harvest • Black History Month • Rosh Hashanah (Jewish New Year) • Space week 4th -10th October 	<ul style="list-style-type: none"> • Bonfire night – 6th November • Diwali Party – 9th November • Remembrance day 13th November • Hanukkah- 7th December • Christmas party – 15th November 	<ul style="list-style-type: none"> • Chinese New Year – 9th February • Valentine’s day – 14th February 	<ul style="list-style-type: none"> • World Book day – 7th March • Holi - 25th March • Mother’s Day 27th March • Passover – 22nd April • Easter – 17th April 	<ul style="list-style-type: none"> • St George’s Day - 23rdApril • Eid-ul-Fitr – 12th April 	<ul style="list-style-type: none"> • Father’s Day – 13th June • Healthy Eating Week- 10-14th June • Sports Day • Eid-al-Adha – 17th June
--------------	---	--	--	--	---	---

<p>PSED</p>	<p>Settling in – building relationships with peers and with staff.</p> <p>Learning to manage own feelings when separating from care givers.</p> <p>Learning and following boundaries and nursery rules.</p> <p>Select and use activities and resources, with help when needed</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Develop the class values and ensure children understand what it means.</p> <p>Building self confidence in their nursery setting. Big emphasis on tidy up time- using songs to encourage this.</p>	<p>Become more outgoing with unfamiliar people in the safe context of nursery.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>How to be a kind friend-begin to find solutions to conflicts.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p> <p>Talk with others to solve conflicts.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Preparing for change and the transition to school</p> <p>Understand gradually how others might be feeling.</p>
<p>Communication and Language</p>	<p>Enjoy listening to longer stories.</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Listening to others in small groups.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a growing repertoire of songs.</p> <p>Know an increasing number of rhymes.</p>	<p>Develop their communication skills and begin to use more complex sentences to link thoughts.</p> <p>Use a wider range of vocabulary linked to our topic.</p> <p>Develop their pronunciation of words.</p>	<p>Use longer sentences of four to six words.</p> <p>Talk about familiar books, and be able to tell a long story.</p> <p>Follow simple directions how to plant a seed.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use a wider range of vocabulary.</p>
<p>Physical Development</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Start taking part in some group or team activities.</p>	<p>Increasingly be able to use and remember sequences and</p>	<p>Be increasingly independent in meeting their own care needs, e.g.</p>	<p>Choose the right resources to carry out their own plan. For example,</p>

	<p>bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use large-muscle movements to draw lines and circles and make marks.</p> <p>Using scissors and tools safely</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>patterns of movements which are related to music and rhythm.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
<p>Literacy</p> <p><i>All Literacy is linked to topic, books and children's interests.</i></p> <p><i>Children learn the structure of books and storytelling.</i></p> <p><i>Phonics phase 1 is covered in all aspects of learning for reading and writing.</i></p>	<p>Understand that print has meaning.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Begin to engage in conversation about stories.</p>	<p>Understand that we read English text from left to right and from top to bottom</p> <p>Sensory mark marking</p> <p>Recognise their own name</p>	<p>Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc.</p> <p>Develop their phonological awareness so they can clap the syllables in words.</p> <p>Begin to write some of their name.</p>	<p>Identify and name the different parts of a book, e.g. front cover, pages, etc.</p> <p>Develop their phonological awareness to recognise words with the same initial sound, such as money and mother.</p> <p>Write some or all of their name.</p>	<p>Understand page sequencing.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p>
<p>Maths</p>	<p>Develop fast recognition of up to 3 objects, without having to count them</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p>	<p>Link numerals and amounts: for example, showing the right number of</p>	<p>Compare quantities using language: 'more than', 'fewer</p>	<p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Make comparisons between objects relating to size, length, weight and</p>

	<p>individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p>Describe a familiar route.</p>	<p>than'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Discuss locations using words like 'in front of' and 'behind'.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>capacity.</p> <p>Consolidate prior learning and revisit areas as needed.</p>
<p>Understanding the World</p>	<p>Families – who is my family?</p> <p>Body parts – head shoulders knees and toes.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore light and dark.</p> <p>Show interest in different occupations.</p> <p>Begin to make</p>	<p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Explore the features of spring.</p> <p>Celebrations:</p>	<p>Observe and care for growing animals (caterpillars and ducklings.)</p> <p>Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or</p>

		<p>sense of their own life-story and family's history.</p> <p>Celebrations:</p> <ul style="list-style-type: none"> • Diwali • Bonfire night • Remembrance day • Hanukkah • Christmas 	<p>materials and changes they notice.</p> <p>Homes in the past.</p> <p>Celebrations:</p> <ul style="list-style-type: none"> • Chinese New year • Valentine's Day 	<ul style="list-style-type: none"> • Pancake Day • Passover • Easter 	<p>Celebrations:</p> <ul style="list-style-type: none"> • Eid-ul-Fitr 	<p>seen in photos.</p> <p>Celebrations:</p> <ul style="list-style-type: none"> • Eid-al-Adha
<p>Expressive Art and Design</p>	<p>Creating sounds using instruments.</p> <p>Take part in simple pretend play, using an objects to represent different things</p> <p>Begin to remember and sing entire songs.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Enjoy dancing and joining in with ring games</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p>

Assessment Week	Baseline assessment 9 th October					
Provision skills	N/A: Baseline assessment of skills	See progression of key skills doc Nursery	See progression of key skills doc Nursery	See progression of key skills doc Nursery	See progression of key skills doc Nursery	See progression of key skills doc Nursery