

Lee Royd Nursery School Curriculum Plan Squirrels and Badgers Cycle 1 2023-2024

<u>Subject</u>	<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>5 weeks</u>	<u>Spring 2</u> <u>6 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
Theme	Ourselves Houses and Homes I wonder what makes me special? Tell me about your family. How have you changed since you were a baby?	Transport I wonder how we could travel? What transport travels on land? What transport travels in the air?	People Who Help Us I wonder who can help us? Who helps you? How do they help you?	Amazing Animals I wonder where different animals live? Tell me about farm animals. Tell me about jungle animals.	Growth and Change I wonder what a seed needs to grow? What can hatch out of an egg? Tell me about a life cycle of a chicken.	Splish Splosh Water I wonder what we can find in the sea? Why do we need to keep our beaches clean? How can we be a good friend?
Enrichment Activities Visitor/visits/ experiences/ celebrations	Mother and Baby visit My family pictures and others' comparison and discussion Black History Month	Halloween Bonfire Night Diwali Day Christmas- letters to Santa and a visit Autumn to Winter - Weather and season walk around school Lolly Pop lady – Road Safety Week	Celebrating New Year Valentines Day Doctor, Dentist, Police Officer, Fire Fighters visit to nursery NSPCC Number Day 02.02.24 Chinese New Year	Visit from company like Bug Fest / visiting farm Easter Shrove Tuesday Ramadan World Book Day	First-hand experience of a Life Cycle- Chicks Gardner Visitor Eid al-Fitr Train trips	Outdoor 'Beach Day' Train trips
Literacy Core Texts (See MTP for detailed overviews of Comprehension, Word Reading, Writing) Phonics- Red Rose Phonics	The Three Little Pigs Owl Babies by Martin Waddell We're Going on a Bear Hunt by Michael Rosen	Whatever Next by Jillian Murphy The Naughty Bus by Jan and Jerry Oke The Nativity Story	Dr Ranj – A Super Power Like Mine by Dr Ranj Singh and Liam Darcy Fiction and nonfiction books about people who help us: Doctor, Police Officer &	Farmyard Hullabaloo by Giles Andreae Six Little Chicks by Jez Alborough Giraffes Can't Dance By Giles Andreae	Jack and the Beanstalk by Iona Treaby & You Choose food illustration – creating a Giants menu	Stella and the Seagull by Georgina Stevens The Rainbow Fish by Marcus Pfister Commotion in the Ocean by Giles Andreae

Scheme is used this contains many further links to CLL		You Choose- transport page if you could travel on any kind of transport what would it be? Why? What would you see? Where would you go? The Nativity	Firefighter (People Who Help Us) by Amanda Askew and Andrew Crowson Maisy Goes to Hospital by Lucy Cousins Dot the Fire Dog by Lisa Desimini The Flashing Fire Engines by Tony Mitton and Ant Parker Emergency! By Margaret Mayo Doctor Ted by Andrea Beaty	We're going on an egg hunt by Martha Mumford	Hattie Peck by Emma Levey Six Little Chicks by Jez Alborough Egg to Chicken by Camilla de la Bedoyere Eid book- The Run Away Chapatti by Susan and Adam Price	
Literacy (See literacy overview for further details)	Modelling how to use our writing/mark making areas inside and outside. Walk around nursery what can we see? Creating maps using a variety of resources. Talking about core books using sentence stem I can see... retelling core stories using props and actions. Innovating the animal we're looking for.	Transport discussion. Where would you go? How would you get there? Innovating setting/transport. Predicting what may be inside the present. Acting out the Naughty Bus Story. Innovating the transport. Writing a card to from. Writing a letter looking at stamps address and envelopes.	Using new vocabulary in small world resources linked to people who help us Questioning visitors Mark making for a purpose during Role play e.g. police officers writing a speeding ticket to children riding their bikes too fast Using non-fiction books and illustrations from YouChoose discuss different jobs and draw pictures of what children would like to be when they grow up	Farm animal fact sheets using non- fiction books and the internet to find out information. Acting in character. Learning synonyms for happy. Making predictions. Discussing similarities and differences between farm animals and jungle animals. Creating story maps and innovating the animal and setting.	Innovating end to a story children to draw pictures of their new ending. Designing a trap for a giant. Creating a menu for a giant. Reading letters from farmers. Finding information from non-fiction texts. Creating leaflets on how to care for chicks and making a non-fiction fact book using pictures taken by children.	Retelling a story using actions, drawing an innovated story using You Choose illustrations to change animal/setting/problem Poetry, rhymes, and riddles Facts Posters Maps

Maths (Number and Numerical Patterns) (See Master the Curriculum Planning for further details)	Colour recognition Matching Sorting by size, colour, shape	Subitising Number 1 – counting, numeral matching, subitising dice & different patterns Link numeral and amounts AB/ABC patterns	Subitising 3 – Dice & different Patterns Number 3 – counting, numeral composition of 3 triangles Number 4 – Counting 4, numeral 4, squares, rectangles, composition of 4 Number 5- counting, numeral, recognise pentagons, composition	Subitising consolidation Counting consolidation Consolidation – numerals Number 6 – counting, ten frame Height Length Mass Capacity	Sequencing Position Comparing Groups 2-D shapes 3-D shapes	Composition of 3 Composition of 4 Number composition to make 3, 4, 5 What comes after? Missing number What comes before? Numbers to 5 – how many in a set, sequence numbers
Nursery Rhymes Linking to Maths Taught See Red Rose Phonics planning for additional nursery rhymes linked to phonics taught	1,2,3,4,5 Once I caught a Fish Alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 Little Speckled Frogs 5 Little Ducks went Swimming One Day 5 Currant Buns 5 Sausages 1 Finger 1 Thumb 1, 2 Buckle my shoe 2 Little Dickie Birds Head, Shoulders, Knees, and Toes Zoom, Zoom, Zoom		Three Blind Mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the Camel Sing a song of Six Pence I'm a Little Bean 5 Cheeky Monkeys swinging through the trees When Goldilocks went to the House of Bears		5 Little Men in a Flying Saucer Humpty Dumpty Sat on a Wall One Elephant Went out to Play Ping-a Roses London Bridge is Falling Down One Big Hippo Sleeping Bunnies 5 Cheeky Monkeys Jumping on the Bed 5 Little Apples	
Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Feeling book Focus- The Colour Monster. Dental hygiene Germs and their effects Fire drill importance of following rules & keeping safe Strangers around us Being Healthy	Find out About Feelings A lift-the –flap book of emotions (Pat a cake) Uniqueness – what makes me special Firework safety Road safety week Personal hygiene Halloween safety Physical contact acceptable/unacceptable	The Feelings Book by Todd Parr. Feeling book Focus- The Colour Monster. Wellbeing – exploring and naming emotions Healthy me- food/physical activity Family love and relationships people who help us,	Ruby's Worrry by Tom Percival Healthy relationships- Making friends, what makes a good friend? Etc. Hazards in the home Risk Taking e.g. moving equipment, learning to risk	Billy and the Beast by Nadia Shireen Online safety- Smartie the Penguin Diversity- talking about similarities and differences around the world Keeping safe- dental hygiene and sun safety	We're Going to find the Monster by Malorie Blackman and Dapo Adeola NSPCC PANTS rule, online safety Healthy relationships – asking for help working together Water Safety – pools, ponds

	Understanding feelings Learning to help our new friends & Creating Class Promise	Lockdown practice – keeping safe Showing awareness and sensitivity to own and others’ beliefs and celebrations	different types of family, grief and death Online safety NSPCC Pants rule Fire drill	assess, what to do if I get lost Lockdown Practice – keeping safe	People who help is e.g. police officer, teachers, nurses etc.	
Communication & Language	Focus Teaching: Introduce STAR approach for teaching vocab. Simple sentences about illustrations I can see...’and’ ... Introducing story map layout beginning, build up, middle (problem) fixing the problem, ending Sequencing pictures from core text Acting out story in small world Discuss what I’ve drawn Begin to listen to a range of stories. Has some favourite stories, rhymes, songs poems or jingles. Fill in missing word/phrase in	Focus Teaching: STAR approach and word aware games Introducing language to innovate stories (transport/setting) Sequencing language to retell Enjoys rhythmic/musical activity with instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Listens to others in one-to-one and small groups Recall a past experience Makes up simple stories using the ‘Helicopter story’ approach Be able to say what is happening Understands who’s that? Who can? What’s that? Where is? Be able to retell a past event Show understanding of prepositions Anticipate what might happen next WellComm reassessment	Focus Teaching: STAR approach and word aware games Asking visitors questions Using language to role play Understand simple stories Can make their meaning clear to others Listens to familiar stories with increasing attention and recall Begin to understand ‘why and ‘how’ questions Talks about things that are of importance to them Able to follow directions Begin to link words such as ‘and’ and ‘because’ Begin to interact with peers and adults making up their own simple stories	Focus Teaching: STAR approach and word aware games Predicting with sentence stems Having an opinion using sentence stems Story innovation (character/setting) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Listens to others in one-to-one and small groups Can talk about their favourite story and songs Begin to use expressive language and simple sentences to describe what’s happening Begin to use talk in pretending that objects stand for something else	Focus Teaching: STAR approach and word aware games Sentence stem... long ago...describing speak well wheel. Retelling with props. Ending innovation. Predictions- I think it will be... Able to listen to an adult reading a longer story To sequence a familiar story using pictures Answer questions about a story and retell simple events from the book Gain confidence making up their own simple story Engage in imaginative play based on own ideas or first-hand/peer experiences. Be able to respond correctly to a what,	Focus Teaching: STAR approach and word aware games Retelling stories, drama games, innovating the story (different animal/setting/problem). Poetry, riddles and rhymes, Developing listening and speaking skills and be able to use them in a range of difference situations Show understanding of prepositions Hold a conversation with others, making relevant comments and taking turns in conversations Understand a story has a beginning, middle and end Make up own stories Introduces a narrative into their play Use language and imagination to tell their own stories Can listen to other children talking and will

	rhyme story or game. Identifies action words Take turns in conversation with adult support Learn and use new words taught WellComm Entry assessment		Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively WellComm Entry assessment Spring 1 starters	Able to use communication skills to play cooperatively Use language to recreate roles in play Understand more complex sentences WellComm reassessment	where or who question and ask simple questions Develop focusing attention Take turns in conversations with adult support Express a point of view when they disagree with an adult or friend using words as well as actions. WellComm Entry assessment Summer 1 starters	respond with appropriate comments Use relevant language to imagine and recreate roles and experiences in play Play with a friends following the same narrative Understands questions such as who why when where how To follow a story without pictures or prompts WellComm reassessment
Physical Development (Fine Motor Skills)	Beginning to construct stacking blocks vertically and horizontally Enjoys drawing and writing on paper, on screen and on different textures such as sand, playdough and touch screen technology. Use glue sticks and glue spreaders. Understands safety elements - Blocks might hurt if it is tall and falls over. Know that there is a connection between the movements	To use loose parts and large construction equipment to piece together to build and balance. Begin to include mark making and early writing in their play. To begin to give meaning to marks that they draw and paint. Knows what they want to build when they begin to construct Hold scissors, sometimes using both hands and randomly 'snip' paper. Begin to use tweezers to pick up small objects. Connects building and structures	Use blocks to make enclosures and create spaces. Include mark making and early writing in their play. Imitates adults writing by making continuous lines of shapes and symbols, (early writing skills moving left to right). Hold scissors correctly and 'snip' paper. Selects the appropriate sized blocks and constructions resources for their chosen purpose.	Construct with a purpose in mind using a variety of resources, e.g. junk modelling, construction kits. Manipulates playdough / clay materials, e.g. rolls balls, makes snakes and cookies. Begin to use anti clockwise movements and retrace vertical lines. Imitates crosses when mark making Attempt to cut a straight line using scissors.	Create a model or collage using a variety of different materials, joining them together appropriately. Give meaning to marks that they make as they draw, write and paint. Hold a pen or pencil using a triangulation grip in their dominant hand. To confidently cut along a straight line, beginning to attempt corners. Begins to pull up a zip on their coat independently.	Uses scissors with increased control to cut out a desired shape. Zips up own coat and attempts buttons and own other fastenings. To paint a representational image with more detail either using their imagination or using an object as reference. Dresses and undresses independently. Create a model or piece of work using a variety of different techniques, talking about their work, building pathways, different rooms, using many parts

	they make and marks using a range of equipment and marks. Use their developing hand eye coordination to make a mark in an intended place. Continue to develop control by threading smaller objects e.g. pasta and beads.	Paint with some wrist action, makes dots, lines and circular strokes. Explores construction kits that facilitate joining such as magnets, nuts and bolts.	Uses tweezers with greater confidence and confidence. Uses glue and Sellotape to join materials in order to construct simple models. Use non dominant hand to assist and stabilize the use of objects. Plans what materials and resources they will use.	Begin to pull up a zip with adult support. Use a fork. Adds detail to structure and ensures model is stable approach	Builds more elaborate structures. Copies a square when mark making. To begin to create a design before they construct.	Form some letters correctly by moving their pencil using the correct movements and formation. Manipulate clay to make a desired outcome, showing good control and using it safely.
Physical Development (Gross Motor Skills)	Experiment with moving in different ways such as walking, running and crawling. Balance on a range of low-level equipment with adult support. Begin to move on wheeled vehicles with some control and coordination. Kick a ball with increasing force and accuracy with a preferred foot. Sometimes able to catch a large ball. Sits comfortably on a chair with both feet on the ground.	Moves freely and with pleasure and confidence in a range of ways, such as walking, running, rolling and crawling. Begin to walk, run and climb on different levels and surfaces. Walks downstairs, 2 feet to each step whilst carrying a small object. Catch a scarf or slow moving object. Manage to steer around others or objects using the wheeled vehicles. Kick a ball with increasing force and accuracy with either foot. Able to catch a large ball using 2 hands and their chest to trap it	Moves in response to music or rhythms played on instruments, such as drums or shakers. Mounts stairs, steps or climbing equipment using alternative feet. Move at different speeds, beginning to negotiate space and not bump into anything or anyone Can grasp or release with 2 hands to throw and catch a large ball, beanbag or object. Throw a ball or bean bag towards a target.	To begin to adapt own movements to be able to reduce risk of danger. Uses wheeled toys with increasing skill such as peddling, balancing, holding handle bars and sitting astride. Runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles Follow a simple obstacle course combining different movements. Creates a range of movements pivoting	Travel through and over climbing equipment and tunnels. Climb ladders with confidence Negotiate different pathways, speeds and gradients without falling Confident when using wheeled toys. Jump off an object correctly Kick a ball towards a target. Draw large movements on paper	Use a range of outdoor equipment using good coordination and balance, avoiding other children playing around them Hop on one foot Begin to show increasing control over an object. Pedal a tricycle and balance on a balance bike Catch a small ball. Throw a large ball through a hoop. Use a bat and ball, sometimes hitting the ball with the bat Practise and remember different dances and link different dance moves together

	Jumps up into the air with both feet leaving the floor jumping forward a small distance.		Can stand momentarily on one foot when shown	from the shoulder or elbow Can balance on 1 foot or in a squat momentarily shifting body weight to improve stability		
Understanding the World (People, Culture and Community and Past and Present)	Focus Teaching: After Mother and Baby visit growing and change – how have we changed since we were babies? What couldn't we do as a baby that we can now? Sharing our baby pictures and talking about how we've changed. When I was young... When I am older...	Focus Teaching: Sorting Transport – land, water, air travel. How has transport changed over time? Healthy and Unhealthy food linked to Baby Bears Picnic Find England and Polar regions on a map Begin to comment on what others are doing around Nursery Shows interest in the lives of people who are familiar to them Begin to recognise there are lots of different people who make up the nursery community Connecting that the same things happen each day to form a daily routine. Remembers and talks about special and significant events in their own past, e.g. holidays Learn that they have similarities and differences that connect them to and	Focus Teaching: Identify Local Heroes Role play enhancement - Hospitals – how and why have they changed? Florence Nightingale Traffic survey, how many different vehicles can you see? Show awareness that adults in Nursery and other areas of the community are different to the children and begin to talk about this Observing things that happen in the past and present, e.g. before nursery and now Identify themselves within pictures and talk about what they were doing when the picture was taken	Focus Teaching: Talks about members of their family. Egg incubation diary Form own friendship groups Identify themselves within a picture and talk about what they were doing Talk about where they live and about their local community Make sense of their own life story and family's history Start to recognise that other children celebrate events at different times to them, e.g. other children birthdays. Be aware that children in Nursery will like different things, may speak different languages, wear different	Focus Teaching: Design and create trap for the 'Giant' Seed Diary Seasons To talk about where they live and about their local community. Use language to talk about their own family traditions. Recognise that there are others at Nursery who may celebrate different festivals which are different or the same to their own such as Christmas, Eid and Chinese New Year Know that other children do not always enjoy the same thing. To know about similarities and	Focus Teaching: Animal Habitats Recycling and importance of looking after our planet Enjoys joining in with family customs and routines. Talks about past and present events in the lives of family members Look at information in books and on a laptop about our local community Begin to show interest in other cultures and traditions Celebrate a range of special events and visit parts of the local community Confidently talk about events in their own lives and past experiences Recognise differences and similarities that connect and distinguish them

		distinguish them from others.	Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Developing an understanding of the past. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family e.g. hair colour, eye colour.	clothes, eat different food or celebrate events different to their own. Take an interest in and begin to record their own life story and family history in simple terms e.g. Talk about Siblings and other family members who don't live in their home.	differences between themselves and others Being aware that there are similarities and differences that happen over time and using language to talk about this e.g. changes in height as time passes as well as how objects have differed over time.	Prepared for the transition to School Have an interest in things that have happened a long time ago and listen to stories to help them further develop their understanding
Understanding the World (The Natural World and Technology)	Focus Teaching: Homes Around the World book discussing differences – design, materials, weather, etc Exploring our Nursery School and its grounds Matches parts of objects that fit together e.g. put the lid on a teapot Show an interest in technological real life objects	Focus Teaching: Seasons – create calendars with four trees to represent different seasons, learn the season song Use objects in small world for the correct purpose Begin to interact with technological equipment Learn language to describe what they see, hear or feel Explore collections of natural materials with similar and/or different properties Knows marks can be made on a screen and on paper	Focus Teaching: Weather, seasons and school grounds (first hand experiences, - compare pictures taken from Autumn Term) learn the season song Able to take a photo using the iPad Notices detailed features of objects in the environment Knows devices can be used to communicate with others e.g.	Focus Teaching: Animals and environments – farm/ jungle. Links to David Attenborough To begin to have knowledge of seasons. Begin to know that IT sources can be used to find things out. Begin to explore scale through small world play.	Focus Teaching: Life Cycles – Butterflies, chicks, sunflowers (real life experiences – butterflies/chicks) Start to name the days of the week. Begin to name parts of plants, e.g. flower and leaves Know some vegetables grow under the ground and some above the ground. Completes a simple program on the	Focus Teaching: Water – importance, where it's found, what it's used for. Floating and sinking, changing states. Life Cycles – bean experiment what does a seed need to grow? Name different types of weathers correctly. Name the four seasons Begin to be aware of the life cycle of plants, change, decay and growth.

	Notice plants growing in the garden Explore interesting natural materials and environments Begin to experiment how things move and forces, cars, making them faster/slower Shows an interest in music and sounds played through devices	Begin to understand living things need to be cared for Make imaginary maps with marks that have meaning	phone calls, video calls, walkie-talkies Describe familiar routes and locations Use a finger to move a pointer around the screen Look at maps online to see different environments Begin to understand that we need to care for the environment and living things To begin to sort materials for recycling Recognise maps help you find your way	Name different types of fruits and vegetables. Talk about distance and know that some places are further away than others. To begin to operate simple equipment e.g. turn on the CD player, use remote control toys Understand that living things need to be cared for. Explore and talk about different forces such as cars down a ramp, magnetic attraction etc. To begin to understand recycling procedures. Talk about the differences between materials e.g., cooking and melting.	touch screen or iPad, e.g. a paint program Know what a plant needs to be able to grow Recognise different weather conditions require different clothing Draw maps using shape and purposeful mark making. To begin to understand the affect their behaviour can have on the environment. To begin to be aware of online resources and maps to see different environments.	Name parts of a plant e.g. roots, stem and petals. Show an awareness of different towns and places. Be aware of other countries. Know that information can be retrieved from digital devices. Cook and taste different foods. Recall a journey and sequence the event, using different methods e.g. a string or map stick. Know that there are different materials, wood, plastic, metal, glass.
Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive)	Focus Teaching: Modelling how to use different media and materials in the workshop areas to create drawings, painting, collages or structures.	Focus Teaching: Natural materials to create art outside & loose part play Uses tools safely Colour mixing and exploration Performing for an audience Expression through dance	Focus Teaching: So Much Love by Trish Cooke Poem- All my Love is Bobbling over Innovating the song I'm a Little Tea Pot with people who help us	Focus Teaching: Jungle animal dances Sing familiar songs and use toys, props and resources Moves in response to rhythms heard played on	Focus Teaching: Observational drawings of chicks To begin to clap or tap to the beat of the music he or she is listening to	Focus Teaching: Sea Creature Collage with watercolours and oil pastels Using clay to create animals

	Self portraits To be able to join in with dancing and ring games. Creates sounds in vocal sound games, weeee when sliding To interact and play purposefully with an adult using verbal interactions Starts making marks intentionally. Enjoys and responds to playing with colour in a variety of ways. Begins to participate with a performance Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them e.g. loud/quiet, fast/slow To begin to use presentation to communicate e.g. to make model using playdough," that's my cat". To begin to show interest in the texture of materials.	Nativity To begin to move to familiar songs Create sounds by rubbing, shaking, tapping, striking or blowing. Sings to self and makes up simple songs. To begin to explore colour and how it can be changed To interact and play purposefully with a peer using verbal interactions. To begin to tap out a simple repeated rhythm Develop an understanding of using lines and to enclose a space Creates, sounds, movements and drawings to accompany stories Begin to use drawing to represent actions and objects based on observation, imagination and experience To be able to play with resources/ toys in a purposeful manner for their intended purpose	Begins to tap out a simple repeated rhythm Move to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum Notice what adults do, imitating what is observed and then doing it spontaneously when an adult is not there Engages in imaginative role play based on their own first hand experiences Uses 3D and 2D structures to explore materials and express ideas To begin to describe the texture of materials, soft, hard, smooth and wet	instruments e.g. a drum This could be small movements e.g. moving fingers in response to sounds or large movements such as jumping Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. Repeats phrases of songs and may sing an entire song Use available resources to create props or creates imaginary ones to support play To begin to join in with other children who are engaged in the same theme Joins in with a performance	Choose particular colours for a purpose Manipulate materials to achieve a planned effect. Build stories around their toys, e.g. farm animals needing rescue. Use extended vocabulary to describe textures such as prickly, freezing, icy, sharp and hairy. Introduce a storyline or narrative into their play. Sing an entire nursery rhyme, and begin to sing parts of pop songs, songs from TV programmes, songs from home Describes music, e.g. "scary music, angry music, happy music". Physically imitates the actions of musicians e.g. pretends to play the trumpet, guitar	Begin to move in time to the beat of the music being listened to. Describes the sounds of instruments e.g. scratchy sounds, soft sounds. Physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. Begin to create representations of both imaginary and real—life ideas, events, people and objects. Develop own ideas and then decide which materials and techniques to use to express them. Begin to respond imaginatively to art works and objects e.g. that peg looks like a mouth Matches music to pictures / visual resources Choose particular movements instruments/ sounds, colours and materials for their own imaginative purposes Plays cooperatively as part of a group to create, develop and act out an
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						imaginary idea or narrative Joins in with end of year performances
Parent Partnership	Stay and play sessions	Nativity performance	Stay and play sessions NSPCC Number Day Maths Parent Workshop Valentine's Day poetry performance	Mother's Day/special person Easter/Number hunt	Stay and play sessions	Cards for a special person for Father's Day as appropriate Transition- Welcome meetings, home visits and nursery visits, stay and play sessions Sports Day Graduation
British Values	Democracy- Making Decisions Together: Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a vote. Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Rule of Law- Understanding Rules Matter: Ensure children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up and a class promise Individual Liberty: Freedom for All: Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks. Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand how we are free to have different opinions. Mutual Respect and Tolerance- Treat Others as you Want to be Treated: Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss celebrations and experiences. To encourage and explain the importance of tolerant behaviour such as sharing and respecting others opinions. Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.					

Lee Royd Nursery School Curriculum Plan Acorns 2023 - 2024

<u>Subject</u>	<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>5 ½ weeks</u>	<u>Spring 2</u> <u>6 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
Theme	All About Me Settling into Nursery Autumn	Autumn Celebrations	Spring Opposites	Spring Outdoors	Traditional Tales Holidays	Animals
Enrichment Activities Visitor/visits/ experiences/ Celebrations/ Parent Partnership	Diwali Parents meetings	Bonfire Night Remembrance Day Hanukkah Christmas Christmas Fair	New Year Chinese New Year Stay and Play session Number Day Shrove Tuesday	Ash Wednesday, Lent Mother's Day Easter trail Holi Ramadan Mobile Farm Caterpillars and Butterflies	Eid al-Fitr Father's Day Stay and Play Train trips Library Visits Creepy crawly roadshow	Parents Meetings Graduation celebration Summer Fair Train trips Library Visits
Literacy Core Texts (See MTP for detailed overviews of Comprehension, Word Reading, Writing) Phonics- Red Rose Phonics Scheme is used this contains many further links to CLL	Little Rabbit Foo Foo Book by Michael Rosen Brown Bear Brown Bear Book by Bill Martin, Jr Dinosaur Roar by Henrietta Stickland and Paul Stickland	Walking through the Jungle by Julie Lacome Bathtime for Little Rabbit by Jörg Mühle We All Go Travelling by Sheena Roberts Dear Santa by Rod Campbell	We're Going on a Bear Hunt by Michael Rosen The Very Busy Spider by Eric Carle My Mum and Dad make me Laugh by Nick Sharratt	Have you seen the Elephant? By Dave Barrow A Busy Day for Birds by Lucy Cousins We're going on a Egg Hunt by Laura Hughes	The Greedy Goat by Petr Horáček Handa's Surprise by Eileen Browne The Animal Boogie by Debbie Harter The Colour Monster by Anna Llenas	Jack and The Beanstalk Goldilocks The Very Hungry Caterpillar by Eric Carle

Literacy (See literacy overview for further details)	Children will be aware when a familiar rhyme is being sung in the classroom. Be aware of adults reading stories in the continuous provision and maybe stop and listen for a while. Begin to notice pictures and symbols in books and magazines and are beginning to know what they stand for e.g. Picture of character with name underneath represent programme/toy. Children will enjoy the sensory experience of making marks.	Pick up objects using a pincer grip. Children are aware that marks can be made in a variety of different media e.g., food and shaving foam. Children will hold mark making equipment using a palmer grip. Look at books with interest and handles them carefully. Begin to make connections between their movements and the marks they make.	Children handle books with interest and enjoy looking at simple picture books with an adult on a 1-1 basis. Children notice some print in the environment e.g. first letter of their name or door number. Continues to enjoy the sensory experience of making marks in different media. Join in with their favourite rhyme in whichever way they can communicate.	Begin to draw lines and circles. Children will manipulate malleable materials in different ways, pinch, smooth, and roll clay and playdough. Sit and listen to a familiar, short story. Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.	Children seek out an adult to share a story they enjoy or have chosen. Is interested in and anticipates books and rhymes and may have favourites. Know that marks they make are of value. Points to familiar logos, e.g. Paw Patrol. Begins to join in with rhymes and know the words to some of their favourite rhymes and songs.	Children to have a preferred dominant hand using a comfortable pencil grip. Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, words or phrases from familiar stories. Children pay attention and respond to pictures in books. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using the touch-screen.
Maths (Number and Numerical Patterns)	Children learn to – Become familiar with number names through action songs and rhymes. Develop counting like behaviour such as making sounds, pointing or saying some numbers. Build and explore with a range of	Children learn to – Take part in finger rhymes with numbers. Say some number names. Reacts to changes of amount in a group of up to 3 items. Associate a sequence of actions with daily routines	Children learn to – Count some numbers on their fingers. Count in everyday context sometimes missing numbers Take part in patterned songs, rhymes and movements.	Children learn to – Say numbers 1 to 5 in order, most of the time. Responds to size, reacting to very big or very small items. Stack objects using flat surfaces. Identify big and small and begin to use the language of size	Children learn to – Say numbers 1 to 5 in order, most of the time. Compare amounts sayings lots, more or same. Use a range of resources to represent ideas about numbers, e.g. counters, chalks, buttons, chalk boards.	Children learn to – Recognise who has more or less when playing games. Show ‘finger numbers’ to 3. Begin to develop fast recognition of up to 3 objects without counting them. Organise and sort various objects

	different sized and shaped objects inside and outside. Combine objects like stacking blocks and cups. Fill and empty containers.	Give an adult a small number of objects when asked e.g. give me one.	Attempt to fit shapes into Inset boards or inset puzzles.	Compares sizes using gesture and language, bigger, little, smaller, tall, short.	Shows an interest in shape and space by playing with shapes or making arrangements with objects. Understands on and under. Complete inset puzzles. Anticipates specific time based events such as meal times, home times.	according to criteria e.g. all the cars, all the teddy bears. Compare weights using gesture and language, Heavy, light. Begin to select a shape for a specific space. Begin to identify 2D shapes circle, triangle, square and rectangle.
Nursery Rhymes Linking to Maths and Literacy Taught See Red Rose Phonics planning for additional nursery rhymes linked to phonics taught	Twinkle, Twinkle Little Star Baa, Baa Black Sheep The Wheels on The Bus Miss Polly Had a Dolly Incy Wincy Spider Little Green Frog Sleeping Bunnies 1, 2, 3, 4, 5, Once I Caught a Fish Alive The Grand Old Duke of York Wind The Bobbin Up					
Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Play with increasing confidence on their own. Feel settled and secure whilst in Nursery. Begin to use me, I, you in their talk to show awareness of their identity. Begins to separate from main carer.	Find ways of managing transitions. Finds ways to calm themselves, through being calmed and comforted by their key person. Begin to play alongside others Play cooperatively with a familiar adult e.g. rolling a ball back and forth.	To follow boundaries and routines with support. To begin to express ideas and decisions and take note of other people's responses. Notice physical characteristics about themselves and their features— eyes, nose, ears, hair etc.	Can express positive and negative feelings through actions and behaviours e.g. happy and sad. To take an interest in others play Engage with others through gestures, gaze and talk. Use engagement with others to achieve a goal. To begin to wait for	To be aware that some actions can hurt or harm others. To develop self-assurance To feel strong enough to express a range of emotions. To notice and ask questions about differences, e.g. skin colours, types of hair, gender, disabilities etc. Begin to use manners independently.	Initiate play with familiar peers. Become more outgoing with unfamiliar people in the safe context of their classroom. Begin to work with other children in a small group. Begin to wait for their turn independently with one other child.

	Explore the nursery environment with support. Introduce germs-hygiene heroes Dental hygiene-stories & info for parents no dummies/bottles Introduce being healthy – healthy choices food and drink	Play with increasing confidence with other children with support from key worker. Introduce safety around the home, dangers of hot water, baths, making hot drinks, kettles Firework safety Road safety week Being healthy – catch it, bin it, kill it. Lockdown practice-keeping safe	Wellbeing – exploring and naming emotions. Begin to explore emotions in play. The Colour Monster Healthy me – healthy food and physical activity Family love-introduce people who can help us Online safety – Giving information out to parents about appropriate apps/screen time on tablets/phones Fire drill- importance of following rules and keeping safe	their turn with adult support. To begin to follow their own interests. Healthy relationships- making friends and playing together Hazards in the home – electricity, kitchen & medicines Risk taking what is safe? Info for parents What do you do if you get lost? Lockdown practice – keeping safe	Online safety Diversity- talking about similarities/differences we have Keeping safe- dental hygiene & sun safety Fire drill importance of following rules and keeping safe People who help us	Responds positively to praise. Enjoys the responsibility of carrying out small tasks. Be proud of their achievements. Express their likes and dislikes. Lockdown practice – keeping safe Healthy relationships – asking for help Water safety – pools Online safety
Communication & Language	Recognises and responds to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door. Stop and turn when a familiar song is played or sung. Understand learnt phrases – all gone, no, bye bye. Interact with books by pointing to things which interest them. Enjoys babbling and	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisation. Developing understanding of single words in context e.g., cup, milk, Daddy. Uses fingers and hands to make requests. Uses sounds in play, e.g., brrrm for a toy car.	Copies familiar expressions – oh dear, all gone. Concentrate intently on an object or activity of own choosing for short periods of time. Understand simple sentences. Uses a growing list of everyday words. Being to vocalise to join in with familiar songs and rhymes	Identify an object when asked. Uses different types of everyday words. Selects a familiar object by name and find an object when asked. Listens with interest to the noises adults make when they are reading stories. Sit for short periods of time and listen to short stories with encouragement.	Understand simple sentences Join in with familiar songs and rhymes. Uses simple sentences e.g., Mummy gone work Understand different situations and able to follow routine events. Begins to ask simple questions. Understand simple concepts e.g., big and little Asks simple questions.	Begin to listen to a range of different stories with interest. Has some favourite stories, rhymes, songs, poems or jingles. Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. Understand simple concepts e.g. fast,

	experimenting making sounds. Points with eye gaze to make requests. Responds to simple questions when in familiar context with a special person e.g., where's Mummy? Where's your nose?	Uses single words Uses fingers or hands to share interests. Uses pointing with eye gaze then fingers and hands to make a request and share an interest.	Begin to put 2 words together, want ball, more juice.	Pays attention to own choice of activity		slow, good / bad. Children hold a conversation, jumping from topic to topic Fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a Using new words rapidly and using them within their speech.
Physical Development (Gross Motor Skills, Fine Motor Skills)	Begins to move to music. Walks upstairs holding rail or the hand of an adult. Changes position from standing to squatting and sitting with little effort. Use jugs and containers of different sizes to fill pour and empty with a variety of different materials, for example water and sand. Enjoys the sensory experience of making marks in food, damp sand, water, mud etc. Squeeze and squash different malleable materials.	Moves their bodies to music. Use different large equipment to strengthen the muscles in their back, shoulders, arms and neck. Pushes, pulls, lifts and carries objects moving them around and placing with intent. Hold mark making equipment using a palmer grip and make random marks with different strokes. Pick up objects using a pincer grip. Begin to manipulate objects using hands singly and both	Can walk considerable distance with purpose, stopping, starting and changing direction. Walks up and down stairs holding onto a rail, 2 feet to a step. Connects simple resources to stack. Attempts to fit simple shapes into inset boards. Experiment with different painting materials and equipment. Constructs in a small space with small blocks. Uses the climbing equipment with support and beginning to pull	Throw a large ball. Kick a large ball. Runs safely in the outdoor space. Copies actions when dancing to nursery rhymes. Move their arms in circular and up and down movements. Begin to make connections between their movements and the marks they make. Selects resources they need as they go. Hands to start to operate, with adult support, during a task that uses both with each hand doing something different at the same time e.g.	To make connections between their movements and the marks they make. Beginning to show a preference for a dominant hand. Hands to start to operate, independently, during a task that uses both with each hand doing something different at the same time e.g. large beads onto a shoe lace. Shows control in holding and using jugs to pours, hammers, books and mark making tools. Use scissors to snip materials, sometimes holding the scissors using both hands. Manipulate malleable materials in different	Jumps and lands on both feet. Balance on a range of low level equipment with adult support. Experiment with moving in different ways such as walking, running and crawling. Begin to move on wheeled vehicles with some control and coordination. Attempts to unfasten Velcro on own shoes. Imitates drawing simple shapes such as circles and lines. Use their developing hand eye coordination to make a mark in an

	Points with first finger, beginning to share attention with the adult. Constructs in a large space with large blocks. Control the movement of their arms using a shoulder pivot.	together. Begin to balance blocks to build a tower.	themselves up. Notices and is interested in the effects of making movements which leave marks. Build vertical models.	large beads onto a shoe lace. Experiments with blocks, colours and marks. Draw using large movements on paper.	ways, pinch, smooth, and roll clay and playdough. Attempts to join 2 items using a glue stick. Squats with steadiness to rest or play with an object on the ground. Climbs confidently and independently using the climbing equipment.	intended place. Use glue sticks and glue spreaders. Continue to develop control by threading smaller objects e.g. pasta and beads. Beginning to construct stacking blocks vertically and horizontally. Begin to develop a tripod grip when holding different mark making equipment.
Understanding the World (The Natural World and Technology)	Explore objects in the provision. Knows things are used in different ways e.g. a ball for rolling, cars for pushing. Closely observe what animals, people and vehicles do. Explore and respond to different natural phenomena such as splashing in puddles. Use all their senses in hands-on exploration of natural materials. Shows interest with buttons, flaps and simple mechanisms	Becomes absorbed in combining objects e.g. banging 2 objects or placing objects into containers. Watches objects begin hidden and tries to find it. Operates mechanical toys, e.g. press the button on the fire engine to make the siren sound. Begin to learn new words and name features of the outside provision, garden, fence, trees, bushes etc.	Notice differences outside, e.g. the weather changes, the seasons change. Seeks to acquire basic skills in turning on and operating some digital equipment. Investigate simple changes outside, e.g. playing with scarves in the wind, looking at frozen puddles, talk about wearing hats in the sunshine. Look at and identify some features outside, trees, road, wall, garden path etc.	Explore using their senses. Take part in planting activities with an adult, introducing new words and vocab, seeds, watering can, greenhouse etc. Beginning to use pictorial maps for play e.g. a road map for cars, a farm map for animals. Join in with days of the week rhyme	Know where items go when tidying up. To begin to notice some change in weather conditions. Is curious and interested to explore new and familiar experiences in nature, grass, mud, puddles, plants, animal life. Enjoy playing with small world equipment e.g. farm, garage and roads. Begin to explore different forces such as playing with boats in the water, stretching elastic.	Uses pipes, funnels and other tools to carry and transport water from 1 place to another. To begin to experiment how things move and forces, cars, making them faster / slower. Matches parts of objects that fit together e.g. put the lid on a teapot. Explore interesting natural materials and environments. Notice plants growing in the nursery garden.

	and beginning to learn to operate them.					Use a tablet for mark making. Shows an interest in music and sounds played through audio devices.
Understanding the World (People, Cultures, Communities, and Past and Present)	Recognises key people in their own lives. Start to realise they influence people i.e. as they smile at people and people smile back. To acknowledge their family photo. Know where the Nursery bathrooms are located in the building. To be wary of unfamiliar people. Develop a sense of belonging to their family and key carer.	Cooperate with nappy changing routines. Develop an understanding of who they are. What do they look like? To be aware of where to hang their coat. Show an interest in other children playing nearby. Begin to listen to stories about children and families. Join in with their own families' cultural celebrations.	Find their coat to play outside when asked by an adult. Children will begin to talk about their own family, e.g. Mummy? Has a sense of own immediate family and relations and pets. To use toys to pretend familiar, everyday routines, such as cooking or looking after a baby	To express their own likes and dislikes. To show an interest in new or familiar objects. Children to talk about family members. Has a sense of own immediate family or relations. Imitate everyday actions and events from own family and cultural backgrounds e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	Look at and talk about photos of those who are special, such as family members, brothers and sisters, friends and pets. Show curiosity about people and show an interest in stories about them. Begin to listen to others when they talk about themselves. To become aware of personal celebrations such as birthdays. Begin to learn that people in the local community have different jobs to do.	Talk about daily routines, getting up, having breakfast etc. Begin to name recognisable people / jobs in their local community e.g. Policeman , lollypop man helping to cross the road. Shows an interest in the lives of people who are familiar to them. To develop an understanding of who they are and who is in their family. Learn that they have similarities and differences that connect them to, and distinguishes them from others.
Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive)	Creates sounds by banging, shaking, tapping, blowing, rubbing and striking. Begins to move to music. Listens to or joins in	May have some favourite songs/ rhymes. Begins to participate with a performance e.g. Christmas songs.	Show an interest in sounds and music. Play with instruments and explore the different sounds they make.	Creates sounds effects for toys in their pretend play, e.g. creates the sounds of a train, car or animal.	May enjoy dancing to music and begin moving whilst playing instruments. Sing and chants with and to others.	Begin to build vertically and horizontally. Begin to make believe by pretending. To begin to use

	with rhymes or songs. Begin to notice and become interested in the effect that they can have on materials e.g., squishing playdough flat. Joins in with action songs by attempting some of the actions.	Expresses self through physical action and sound. Experiments with a range of media - tools and materials, sound and whole body movements through multi-sensory exploration. To begin to be interested in the effect of their actions when using materials and resources.	Explores and experiments with an increasing range of media and movement through multisensory exploration and expression. Moves while singing/ vocalising, whilst listening to sounds and music, and whilst playing with instruments.	Pretends that one object represents another, e.g. use a block as a car. Joins in most of the time with some vocalisation and actions to songs and rhymes. Explore paint, suing fingers and other parts of their bodies as well as brushes and other tools.	Experiments with colours and marks. Anticipates words or phrases in rhymes and stories. Anticipates changes in familiar music e.g. recognises and remembers when music is going to get louder, quitter or stop. Vocalises in free - flowing way within their play, e.g. whilst painting or playing with clay. To begin to join in with simple ring games.	presentation to communicate e.g. to make model using playdough ,” that’s my cat”. Enjoys and responds to playing with colour in a variety of ways. To begin to show interest in the texture of materials To be able to join in with dancing and ring games. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them e.g. loud/ quiet, fast/slow. Create sounds in vocal sound games, weeeee when sliding, whoosh, when playing with rockets.
British Values	Teaching British values to a 2-year-old is about laying the foundation for their future understanding of important concepts like democracy, respect, and fairness. At this age, the focus is on creating a loving and safe environment where these values are naturally experienced and practiced through everyday interactions with staff. 1. Mutual respect and tolerance - Fostering positive relationships:					

	Staff show respect and warmth: we are patient, understanding, and responsive to the children's needs and emotions. Staff model respectful communication and build trust by always listening and taking their feelings seriously. Staff encourage empathy: We read stories about characters who show kindness and compassion. We model how to recognize and acknowledge the emotions of others, and talk about ways to be helpful and supportive. Staff promote sharing and cooperation: We create opportunities for children to play and work together with other children. We encourage turn-taking, sharing toys, and solving problems collaboratively. 2. Build a sense of democracy and Rule of Law- Staff give the children choices: we offer simple choices within safe boundaries, like "Do you want to wear the blue shirt or the green shirt?" This empowers them and helps them feel involved in their own lives. Staff listen to children's opinions: Even at this young age, children have preferences and thoughts. We encourage them to voice their opinions and engage in simple conversations about things they like or dislike. We respect their autonomy: Staff allow children to make some decisions for themselves, like choosing what to eat for a snack or which book to read. This builds their confidence and sense of agency. 3. Celebrate diversity and tolerance: Staff expose children to different cultures: We read books and listen to music, that feature a variety of ethnicities, religions, and backgrounds. We talk about the similarities and differences we see, and celebrate the richness of human diversity. Staff challenge stereotypes: We don't make assumptions about people based on their appearance or background. Staff teach children about the importance of treating everyone with kindness and respect, regardless of their differences. We embrace our community. This helps children see themselves as part of a larger and diverse group.
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All children develop at different rates. At Lee Royd Nursery School, we have developed an ambitious curriculum for all our children, and children will work towards our Curriculum Goals before moving onto Primary School. Staff assess the children at 4 points during the Year. A Baseline assessment is completed in September or within 4 weeks of the children starting. They are assessed again before Christmas, again before Easter and for the final time in July, just before the Summer holidays or the children move on to Primary School. Staff use observations of the children in child initiated learning, adult directed activities and children's work to be able to make these judgements.