



Curriculum Long Term Plan 2023 - 2024 Year: 2-3 Nursery



Our INSPIRE Curriculum:

- develops the **INDIVIDUAL** - values, attitudes, knowledge, skills and understanding
- **NURTURES** curiosity and creative thinkers
- is broad, balanced and has clear progression in **SUBJECT KNOWLEDGE and SKILLS**
- is filled with rich **PURPOSEFUL** first-hand experiences and uses expertise beyond the classroom
- develops **INDEPENDENCE**, resilience and perseverance to always be our best
- is flexible and **RESPONSIVE** to individual needs and interests.
- **EMBRACES** children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community

| Subjects | Autumn 1 Families Who am I? | Autumn 2 Winter A new season | Spring 1 Spring Animals near and far | Spring 2 Spring On the Farm | Summer 1 Growing and Changing | Summer 2 Summer Adventures |
|---------------------------------------|--|--|--|---|---|---|
| Enrichment activities | Invite families to send photographs of their family celebrations to display in our home corner. | Trip to the post box to send Christmas cards home. Forest school Christmas campfire experience. | Minibeast viewing in school. Chinese New Year celebration banquet. Shrove Tuesday – Cooking Pancakes | Egg-u-cation- Chicks Planting seeds and bulbs in Nursery garden. Easter bonnet parade | Virtual school visits from real-life superheroes (nurse, doctor, postman) Caterpillar observation garden. Create a doctor's surgery in class. | Trip to Crosby beach to explore natural and found items.. End of year seaside celebration. |
| Christian Value | Harvest I am Special | Christmas Diwali | Stories Jesus Heard | Easter Stories Jesus Told | Friendship Prayer | Special Places |
| Rights Respecting Schools links | Class Charter Rights of the Child | | | | | |
| Characteristics of Effective Learning | <p>Playing and exploring: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> | | | | | |



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| Overarching principles | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.</p> <p>Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others</p> | | | | | |
| Communication and Language A focus across EYFS. Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions (Wellcomm), Pie Corbett T4W actions, Tales Toolkit strategies, In Harmony sessions and EYFS performances. 2-3 intakes are September, January and April- children from each intake will begin building on skills from the first strand. | DAILY STORY TIME PAINT A PERSON Nursery Rhyme/Poem LTP Learning welcome songs and learning actions Developing an awareness of times of day e.g morning, snack time, lunch time Responding to your name Responding to verbal non-verbal instructions and guidance Beginning to sit on the carpet for short periods of time Showing curiosity about the environment | DAILY STORY TIME PAINT A PERSON Nursery Rhyme/Poem LTP Joining in with welcome songs and prayers Following a class visual timetable Responding to short direct instructions and guidance Sitting on the carpet for longer periods of time Selecting favourite stories for an adult to share Showing an interest in role play resources | DAILY STORY TIME PAINT A PERSON Nursery Rhyme/Poem LTP Beginning to share verbally with adults Participating in small group activities using non-verbal gestures e.g pointing, nodding Responding to multi sentence verbal instructions e.g. wash your hands and then sit at the table Taking part in co-operative activities Play alongside peers | DAILY STORY TIME PAINT A PERSON Nursery Rhyme/Poem LTP Sharing verbally with peers and adults Noticing changes in the environment e.g. the weather, new toys Selecting items from specific areas around the room e.g. reading spine shelves Naming favourite characters from stories Becoming familiar with a story sequence e.g beginning, middle and end / character, setting, problem and solution Using repeated refrains from stories | DAILY STORY TIME PAINT A PERSON Nursery Rhyme/Poem LTP Sharing thoughts with peers and adults during play e.g. the baby is crying, the car is going fast Sharing news from home e.g I went to the park, mummy made tea Developing narratives within their play Playing constructively with peers Listening to others speak Concentrating on tasks for short periods of time | DAILY STORY TIME PAINT A PERSON Nursery Rhyme/Poem LTP Developing narratives with peers during play Using visual prompts to retell parts of a familiar story Building short sentences to share thoughts Responding to the thoughts of peers and adults Concentrating on tasks for longer periods of time Developing creativity and imagination through role play resources |



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| Personal, Social and Emotional Development | Emotional development <ul style="list-style-type: none"> Naming emotions Sharing our feelings Building Friendships <ul style="list-style-type: none"> Considering the feelings of others. | Anti-Bullying Week – <ul style="list-style-type: none"> United against bullying lesson Being helpful <ul style="list-style-type: none"> Learning how to share and take turns. | Caring for other living things. <ul style="list-style-type: none"> What do animals need to be healthy? How can we keep pets safe? | Looking after our environment <ul style="list-style-type: none"> Planting seeds and bulbs to develop our school environment. Recycling <ul style="list-style-type: none"> How can we reuse items to reduce waste. | People who care for us <ul style="list-style-type: none"> Who is there to help us? How can we help others? | Sun Safety <ul style="list-style-type: none"> How can we enjoy the sun. What items do we need in the summer to stay healthy and safe. |
| Physical Development Fine Motor | Daily Squiggle Whilst you wiggle Dough Disco Grasping, reaching and hold open ended materials e.g. cloths, sponges, blocks Exploring sensory trays using a range of materials to touch, move and smell | Daily Squiggle Whilst you wiggle Dough Disco Combine materials in different ways Encouraging children to feed themselves using appropriate cutlery Encouraging children to drink from a cup without spilling | Daily Squiggle Whilst you wiggle Dough Disco Experimenting with materials by tearing, cutting, rolling and folding Developing grasp using a variety of items e.g. clay, paint, spoons, brushes, shells Exploring strength using mark making tools e.g. pressing gently | Daily Squiggle Whilst you wiggle Dough Disco Exploring one handed tools such as scissors, pencils or pencils Encourage children to pick up and manipulate smaller items such as stones, sequins, stickers Supporting children's independence fastening their own coats and putting on their own shoes | Daily Squiggle Whilst you wiggle Dough Disco Exploring mark making through vertical and horizontal opportunities Encourage children to add details to constructions in sand tray with mark making tools and decorations such as shells Enhance provision by promoting independence e.g. allowing children to dress the dolls, using water spray bottles to clean surfaces, sorting cutlery for lunch | Daily Squiggle Whilst you wiggle Dough Disco Provide a range of opportunities to develop precise and intentional movement e.g. threading, weaving Exploring smaller and larger movements in conjunction through activities such as baking to develop children strength and stamina. |



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| Gross Motor | <p>Provide clean and clear floor spaces for children to explore</p> <p>Encourage children to make their own decisions about speed and direction</p> <p>Provide indoor and outdoor opportunities using a variety of equipment to promote decision making</p> | <p>Model and join in with movement play, encouraging children to move around at a pace faster than walking</p> <p>Encourage children to take appropriate risks e.g. jumping, climbing</p> <p>Playing co-operatively with peers e.g. throw and catch a ball or beanbag</p> | <p>Children to use their own techniques when throwing objects e.g. over-arm/under-arm</p> <p>Stop a ball with hands that has been rolled to child</p> <p>Sports star focus – Serena Williams</p> | <p>Experiment with different ways of making objects travel over a distance e.g. rolling, throwing, kicking, pushing, pulling, using apparatus such as drainpipes</p> <p>Which technique makes the object travel furthest?</p> <p>Which object travels better e.g. ball or beanbag</p> | <p>Create constructions using larger resources encouraging children to balance blocks, crates etc.</p> <p>Help children complete obstacle courses and allow children who are able to try independently</p> | <p>Catching an object with two hands thrown by the teacher</p> <p>Ensure hands are open and fingers are spread when trying to catch an object</p> <p>Throw beanbags onto the grass area</p> <p>Throw whilst sitting, kneeling and standing</p> |
| Literacy Comprehension – Developing a passion for reading Children will also be exposed to our Reading Spine books, fiction and non-fiction texts on a daily basis | <p>Elmer</p> <p>The Colour monster</p> <p>The Dad with 10 children</p> <p>Love makes a family</p> | <p>The Little Red Hen</p> <p>Peace at last</p> <p>Goldilocks</p> <p>Owl Babies</p> | <p>Where's Mr Duck One Duck Stuck</p> <p>Dear Zoo</p> <p>Rumble in the Jungle</p> <p>We're going on a bear hunt</p> <p>Raindrop, Plop</p> | <p>Mrs Wishy Washy's Farm</p> <p>Noisy Farm</p> <p>Oh Dear!</p> <p>We're Going On A Egg Hunt</p> | <p>Spot Goes to the Park Peekaboo at the Park</p> <p>Wow said the Owl</p> <p>Jack and the Beanstalk</p> <p>The Very Hungry Caterpillar</p> | <p>Bear on a Bike</p> <p>Spot goes to the beach</p> <p>The Rainbow fish</p> <p>Billy's bucket</p> <p>Pirates Love Underpants</p> |
| Literacy | Tuning into environmental sounds through small group games. | Take part in body percussion activities. | Become aware of different instruments and the sounds they make. | Discover rhythm and rhyme through known and unknown items and objects. | Exploring alliteration through sound games using | Experiment with sounds their voices can make by moving their mouths. |



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| Communication and Language activities Developing children's speaking and listening skills through small group activities and continuous provision opportunities. | Embark on sound walks. Explore, identify and sort sounds in feely bags. | Explore speed, sound and rhythm in body percussion. Refine listening skills and ability to follow simple instructions. | Creating their own musical instruments to create sound makers and replicating known tunes. | Exploring patterns and repetition in sounds to create music of their own. | familiar environmental sounds. Learning to identify, sort, categorise and replicate sounds. | Recognising their own voice, matching the voice of others and modulating their voice to convey expression. |
| Maths We link maths concepts to our Nursery rhymes to enhance mathematically specific vocabulary. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision. | Links to Nursery Rhyme LTP Positional language Direction Big and small Reciting and counting to 5 Exploring changes in quantity Cooking - weighing and measuring | Links to Nursery Rhyme LTP Exploring stars and other 2d shapes Reciting and counting to 3 Reciting and counting to 5 More/less Exploring changes in quantity | Links to Nursery Rhyme LTP Counting sets of 2's and pairing up animals and other items Giving 1 and 2 Positional language Exploring distance and movement | Links to Nursery Rhyme LTP Positional language Exploring daily routines Comparative language – slow/fast, high/low, asleep/awake Counting 1:1 Comparing amounts | Links to Nursery Rhyme LTP Exploring capacity Exploring 'how many?' Exploring money Giving 1 and 2 Counting 1:1 correspondence Baking - weighing and measuring | Links to Nursery Rhyme LTP Reciting and counting to 5 Counting 1:1 correspondence Exploring capacity Exploring changes in quantity Colour and pattern |
| Religious Education | I am Special. What makes a person special? Harvest | Christmas. How do we celebrate Jesus' birthday? Diwali Hannukah | Stories Jesus Heard Chinese New Year | Easter Stories Jesus Told | Friendship: What makes a good friend? Prayer: What is prayer? | Special Places: What makes a place special/holy? |
| Understanding the World | Past and Present Exploring Autumn – Listening walk and found materials People, cultures and Community Our families and special events | Past and Present Welcoming Advent Exploring seasonal change (light and dark) People, cultures and Community Diwali celebrations | Past and Present Exploring animals past and present, near and far Welcoming Lent People, cultures and Community New Year celebrations | Past and Present Exploring Spring and changes in our environment People, cultures and Community Celebrating Easter Natural World | Past and Present Investigating the importance of recycling People, cultures and Community Exploring significant roles in our community | Past and Present Welcoming Summer People, cultures and Community Going on holiday – around the world Natural World |



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| | What do I look? Similarities and differences Natural World Experimenting with temperature | Natural World Special objects and treasures in our environment | Chinese New Year (experiences traditions and foods) Natural World Big gardens birdwatch – 25 th Jan | New Life – baby chicks, life cycles Planting seeds and bulbs, watching them grow | Natural World Observing changes in our garden and local environment Finding out about sun safety | Becoming aware of health, exercise and nourishing food At the beach Floating, sinking and capacity |
| Expressive Art & Design Focus Artist and Key Art work |  | Andy Goldsworthy Natural Patterns |  | Zebra Andy Warhol |  | Beatrix Potter |
| Expressive Art & Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to produce a piece of art work each half term and display in class/Tapestry – lots of links to fine motor skills. Children to be encouraged to talk about their work to | Being Imaginative and Expressive Exploring autumnal items (pine cones, conkers, fallen leaves) Creating self-portraits using a variety of craft materials Exploring autumn sensory trays using natural items, smells and sounds of autumn. Printing and rubbings with harvest vegetables. Creating with Materials Exploring our homes, creating homes from construction and small world toys | Being Imaginative and Expressive Jackson Pollock inspired firework art work Exploring Diwali with rice, lentils, sequins and glitter in a sensory tray. Painting and decorating Hanukkah cards with bead and sequins. Exploring Christmas sensory tray using tinsel, play snow, soft furnishings and decorations. Creating with Materials Building space rockets and junk modelling to create rockets | Being Imaginative and Expressive Creating Chinese New Year artwork in celebration- dragons, animals masks, cards and lanterns Listening to CNY music and responding through dance. Andy Warhol's zebra Exploring animal patterns, colours and textures Creating with Materials Role playing community celebrations Creating bird feeders using recycled materials, seeds and lard. | Being Imaginative and Expressive Observational drawings of growing vegetables and plants over the half term Dressing up for World Book Day as our favourite characters and acting out parts of our favourite stories Flower press printing using a variety of petals. Creating with Materials Celebrating Lent (building egg baskets, stain glass windows) Vincent Van Gogh – Sunflowers | Being Imaginative and Expressive Exploring water colours to create summer imagery Robert Delaunay- experimenting with colour, shape and size- printing with shapes, cutting shapes from paper and size ordering images of summer items using glue Observational drawings of our plants from planting day. Creating with Materials Creating artwork or constructions from recycled materials. | Being Imaginative and Expressive Paul Klee- colours that represent the seaside Dressing up as pirates. Mark making the summer weather. Creating sea rubbings using wax crayons and water colours. Ripping and shredding paper to create seaweed pictures. Creating with Materials Creating rubbings and markings using items found by the sea (shells, seaweed, long grass) |



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| others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests | James Brunt- natural patterns Creating patterns using stones, leaves and twigs | Creating Christmas crafts for our families. Poppy printing. Building diva lamps with clay, then painting and decorating them | Creating animal homes using small world resources and fabrics Creating 3D animals using recycled materials and collage crafts. | Observational collaging of snowflowers using yellow toned fabrics Designing pancakes using a variety of sweet and savory toppings. Creating flowers using playdough. | Creating ornaments and cards to celebrate Eid. Painting stones inspired by different varieties of flowers in our garden. Creating People Who Help Us hats and accessories. | Creating pirate costumes and accessories. Building shells using playdough, glitter and sequins Baking crab cakes using red/orange accessories. |
| Themed days and weeks | Harvest celebration Roald Dahl Day – 13 th September Black History Month – October World Mental Health Day - 10th October Grandparents day 1 st Oct Diwali – 4 th Nov Bonfire Night – 5 th Nov | Forest School Day Space Picnic with teddy bears (Whatever Next) World Science Day – 10th Nov Remembrance Day – 11 th Nov Children in Need - 12th Nov Road safety week – 15 th Nov Anti Bullying Week – 15th Nov 1st Sunday of Advent – 28th Nov Hanukkah – 28 th Christmas Jumper Day – 11th Dec | Chinese new year celebration Teddy Bear Day Martin Luther King day – 17 th Jan Winnie the Pooh Day – 18th Jan Big garden birdwatch – 28 th Jan National Story Telling Week – 31 st Jan CNY – 1 st Feb | Easter bonnet parade Pancake day – 1 st March Mother's Day World Book Day – 3rd March International women's day – 8 th March British Science Week - 11th March World Poetry Day – 21st March Mother's Day – 27th March | Ramadan starts – 2nd April Mini Beast Day – Ugly Bug Ball Summer Gardening Day Outdoor Classroom Day Planting Day Easter Sunday - 17th April St George's Day – 23 rd April VE Day – 8 th May Eid – 2 nd May Walk to school week. - 16 th May | World Oceans Day – 8th June Healthy Eating Week – 13th June Father's Day – 19th June Sports Day Father's Day |