Curriculum Long Term Plan
2026-2027 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	**Unit A** **Families** **Who am I?**	**Unit B** **Winter** **A new season**	**Unit C** **Spring**	**Unit D** **Spring** **Animals**	**Unit E** **Growing**	**Unit F** **Summer**
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)* *Create a doctor's surgery in class.*	*Trip to Crosby beach to explore natural and found items.* *Caterpillar observation garden.* *End of year seaside celebration.*
Christian Value	*Thanksfulness*	*Trust*	*Perseverance*	*Justice*	*Service*	*Truthfulness*
Rights Respecting Schools links	*Class Charter* *Rights of the Child*					
Characteristics of Effective Learning	***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* ***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* ***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.*					

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Overarching principles	**Unique Child:** *Every child is unique and has the potential to be resilient, capable, confident and self-assured.* **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.* **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.* **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*					
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 • Naming emotions • Sharing our feelings Building Friendships • Considering the feelings of others.	Anti-Bullying Week – • United against bullying lesson Being helpful • Learning how to share and take turns.	Caring for other living things. • What do animals need to be healthy? • How can we keep pets safe?	Looking after our environment • Planting seeds and bulbs to develop our school environment. Recycling • How can we reuse items to reduce waste.	People who care for us • Who is there to help us? • How can we help others?	Sun Safety • 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.

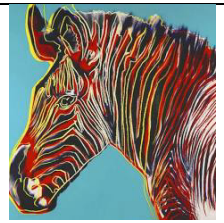
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Gross Motor	Provide clean and clear floor spaces for children to explore Encourage children to make their own decisions about speed and direction Provide indoor and outdoor opportunities using a variety of equipment to promote decision making	Model and join in with movement play, encouraging children to move around at a pace faster than walking Encourage children to take appropriate risks e.g. jumping, climbing Playing co-operatively with peers e.g. throw and catch a ball or beanbag	Children to use their own techniques when throwing objects e.g. over-arm/under-arm Stop a ball with hands that has been rolled to child	Experiment with different ways of making objects travel over a distance e.g. rolling, throwing, kicking, pushing, pulling, using apparatus such as drainpipes Which technique makes the object travel furthest? Which object travels better e.g. ball or beanbag	Create constructions using larger resources encouraging children to balance blocks, crates etc. Help children complete obstacle courses and allow children who are able to try independently	Catching an object with two hands thrown by the teacher Ensure hands are open and fingers are spread when trying to catch an object Throw beanbags onto the grass area Throw whilst sitting, kneeling and standing
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	Elmer Owl Babies I Want My Potty	Dear Zoo Love makes a family I am a Tiger The Rhyming Rabbit	Where's Mr Duck Each Peach Pear Plum The Very Hungry Caterpillar	Spot Goes to the Farm Billy Goats Gruff Mrs Wishy Washy's Farm	Change starts with us Wow said the Owl! Ugly Duckling	Spot goes to the beach What Bear Likes Best Rabbit's Nap
Literacy **Phase 1 Phonics**	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 familiar environmental sounds.	Experiment with sounds their voices can make by moving their mouths.

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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.	Learning to identify, sort, catagorise 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 What do I look? Similarities and differences	**Past and Present** Welcoming Advent Exploring seasonal change (light and dark) **People, cultures and Community** Diwali celebrations **Natural World**	**Past and Present** Exploring animals past and present, near and far Welcoming Lent **People, cultures and Community** New Year celebrations Chinese New Year (experiences traditions and foods)	**Past and Present** Exploring Spring and changes in our environment **People, cultures and Community** Celebrating Easter **Natural World** New Life – baby chicks, life cycles	**Past and Present** Investigating the importance of recycling **People, cultures and Community** Exploring significant roles in our community **Natural World**	**Past and Present** Welcoming Summer **People, cultures and Community** Going on holiday – around the world **Natural World** Becoming aware of health, exercise and nourishing food

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	Natural World Experimenting with temperature	Special objects and treasures in our environment	**Natural World** Big gardens birdwatch – 25th Jan	Planting seeds and bulbs, watching them grow	Observing changes in our garden and local environment Finding out about sun safety	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 others. Children will have opportunities to learn and perform songs, nursery**	**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 James Brunt- natural patterns	**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 Creating Christmas crafts for our families. Poppy printing.	**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. Creating animal homes using small world resources and fabrics	**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 Observational collaging of snowflowers using yellow toned fabrics	**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. Creating ornaments and cards to celebrate Eid.	**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) Creating pirate costumes and accessories.

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rhymes and poetry linked to their work/interests	Creating patterns using stones, leaves and twigs Baking frog biscuits to celebrate Room On The Broom	Building diva lamps with clay, then painting and decorating them	Creating 3D animals using recycled materials and collage crafts.	Designing pancakes using a variety of sweet and savory toppings. Creating flowers using playdough.	Painting stones inspired by different varieties of flowers in our garden. Creating People Who Help Us hats 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 – 13th September Black History Month – October **World Mental Health Day - 10th October** Grandparents day Oct	Forest School Day Space Picnic with teddy bears (Whatever Next) Diwali – 4th Nov Bonfire Night – 5th Nov **World Science Day – 10th Nov** Remembrance Day – 11th Nov **Children in Need - 12th Nov** Road safety week – 15th Nov **Anti Bullying Week – 15th Nov** **1st Sunday of Advent – 28th Nov** Hanukkah – 28th **Christmas Jumper Day – 11th Dec**	Superhero Day Martin Luther King day – 17th Jan **Winnie the Pooh Day – 18th Jan** Big garden birdwatch – 28h Jan National Story Telling Week – 31st Jan CNY – 1st Feb Chinese new year celebration	Easter bonnet parade Pancake day – 1st March World Book Day – 3rd March International women's day – 8th March **British Science - March** **Holi – 19th March** **World Poetry Day – 21st March** **Mother's Day – 27th March** **Easter bonnet parade** **Holi – 19th March**	**Ramadan starts – 2nd April** Mini Beast Day – Ugly Bug Ball Planting Day **Easter Sunday - 17th April** St George's Day – 23rd April VE Day – 8th May Eid – 2nd May Walk to school week. - 16th May	**World Oceans Day – 8th June** **Healthy Eating Week – 13th June** **Father's Day – 19th June** Pirate Day **Muharram - July**