


**WESTMINSTER PRIMARY SCHOOL - LONG TERM CURRICULUM PLAN NURSERY**

<b>TERM</b>	<b>AUTUMN 1</b> 04/09/17 – 20/10/17	<b>AUTUMN 2</b> 30/10/17 – 15/12/17	<b>SPRING 1</b> 02/01/18 – 09/02/18	<b>SPRING 2</b> 19/02/18 – 29/03/18	<b>SUMMER 1</b> 16/04/18 – 25/05/18	<b>SUMMER 2</b> 04/06/18 – 20/07/18
<b>Themes</b> <b>LITERACY</b>	<b>All About Me</b> – who I am, settling in, my family  Spot Spot's birthday party Spot Bakes a Cake	Changes - <b>Autumn</b> How I've changed Changes around us (seasons)  The Owl Who Was Afraid of the Dark Owl Babies Tree, It was a cold dark night The very noisy night The very first Christmas The Jolly Christmas Postman	<b>Winter</b>  Big Bear, Little Bear Little Penguin Nf Ice Bear  How Big is a Million?	<b>Traditional Tales</b>  Three Billy Goats Gruff Goldilocks & the Three Bears Little Red Riding Hood Jack and the Beanstalk Gingerbread Man	<b>People Who Help Us</b>  The Jolly Postman Nf - nurses	<b>People Who Help Us</b>  <b>Nf – police</b> <b>Firefighters</b> <i>(contact Community Policing for dress up and resources)</i>  <b>The Enormous Turnip</b> <b>The Little Red Hen</b> <b>Going on a Bear Hunt</b>
<b>ROLE PLAY</b> <b>Boxes, house resources, open-ended 'dress up', shop, office items (telephone, note pads)</b>	House House – birthday celebration	House - Christmas  Building site – plans, maps	House – winter clothes  Cold lands – igloo, fishing, inuits, animals	House – three bears cottage  Flower Shop	House – we're having a baby – items for a new baby coming home  Post office Baby clinic	House – baking theme linked to Little Red Hen story.  Police Station
<b>MATHEMATICAL</b> (Related to topic) see also MTP	Number rhymes 0-5  Counting using fingers	Recognition of number – personal significance Recognition number 1-5, using number rhymes. Shapes- building site	Number rhymes exploring changes in number add or take away. 22-36	Number 1-10, count and recognise 30-50 Counting things that cannot move 30-50	Matching numeral & quantity	Count small groups of objects from larger set up to 10.  separating objects in

		Christmas Presents Counting/comparing games(use baubles) – who has more/less?		Positional language 30-50		different ways, recognise total is still same.
<b>UNDERSTANDING THE WORLD</b>	Talks about why things happen and how things work 30-50 Baking buns Baking pizza Make egg sandwiches (change from raw to cooked)	Notices detailed features of objects in their environment 22-36 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 30-50 Changes in autumn – leaves, plants, weather	Developing an understanding of growth, decay and changes over time 30-50 Melting/ freezing ice	Notices detailed features of objects in their environment 22-36 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 30-50  Planting and growing	Shows care and concern for living things and the environment 30-50 Looking after a pet Bathing the baby	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects 30-50 Mini beasts exploring objects in environment
<b>UNDERSTANDING THE WORLD PEOPLE &amp; COMMUNITIES</b>	Sense of immediate family & relations 22-36 Shows interest in the lives of people who are familiar to them 30-50  Eid al-Adha 01/09/17	Sense of immediate family & relations 22-36 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 30-50 Eid & Christmas/Nativity	Beginning to have own friends 22-36	Mothers Day 11/03/18 Easter 30/03/18 Recognise and describes special times or events for family or friends 30- 50	Interest in different occupations & ways of life 30-50	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 30-50 - Share a special item Remembers and talks about significant events in their own experiences. 30-50 Eid al-Fitr 14/06/18 Fathers Day 17/06/18
<b>EXPRESSIVE ARTS AND DESIGN</b>	Link to role play, small world Child interest led	Create natural art & patterns using autumnal objects from outside.		Mothers Day cards		→

	Include opportunities for music and dance					
<b>PHYSICAL DEVELOPMENT</b>	<p>Kick a large ball 22-36  Catch a large ball 30-50  Turns pages in books 22-36  Shows control holding and using jugs, books and mark making tools 22-36  Holds pencil between first two fingers and thumb uses with good control 30-50  Imitates drawing simple shapes such as circles and lines 22-36  Draws lines and circles using gross motor movements 30-50  Can copy some letters (from own name) 30-50  Communicates need for toilet 22-36  Helps with clothing 22-36</p>	<p>Kick a large ball 22-36  Catch a large ball 30-50  Turns pages in books 22-36  Shows control holding and using jugs, books and mark making tools 22-36  Hold pencil between thumb and two fingers, no longer using whole-hand grasp 30-50  Imitates drawing simple shapes such as circles and lines 22-36  Draws lines and circles using gross motor movements 30-50  Can copy some letters (from own name) 30-50  Communicates need for toilet 22-36  Helps with clothing 22-36</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 30-50  Uses one handed tools and equipment (snips with scissors) 30-50  Holds pencil between first two fingers and thumb uses with good control 30-50</p>		<p>Understands that equipment and tools have to be used safely 30-50  Can attend toileting needs most of the time themselves 30-50  Dresses with help, puts arms in coat, pull up zipper when fastened at bottom 30-50  Holds pencil between first two fingers and thumb uses with good control 30-50</p>	<p>Bear Hunt – moves freely and with pleasure and confidence in a range of ways, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 30-50</p>
<b>PERSONAL, SOCIAL &amp; EMOTIONAL</b>						
<b>Areas of provision WATER</b>	<p>Explore resources:  Pouring &amp; filling  Moving water –pipes etc  Holes &amp; water  Making bubbles</p>	<p>Pouring &amp; filling  Moving water –pipes etc  Holes &amp; water  Making bubbles</p>	<p>Pouring &amp; filling  Moving water –pipes etc  Holes &amp; water  Making bubbles</p>	<p>Pouring &amp; filling  Moving water –pipes etc  Holes &amp; water  Making bubbles</p>	<p>Pouring &amp; filling  Moving water –pipes etc  Holes &amp; water  Making bubbles</p>	<p>Pouring &amp; filling  Moving water –pipes etc  Holes &amp; water  Making bubbles</p>

	STIMULUS – washing 'baby', washing dolly clothes – sorting, patterns etc.	STIMULUS - Tea party – use tea set, teapot etc. Coloured water	STIMULUS - Explore floating and sinking Include ice, small world cold land animals	STIMULUS – explore materials which absorb water, sponges, paper, wool, plastic etc.	STIMULUS – resources to create POND (aquarium gravel, plastic pond plants etc)	STIMULUS - Fish and fishing. Resources to create under the sea gardens
Skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective Small world opportunities – cold land animals, sea creatures, pond life,						
<b>SAND</b>	Explore resources: Looking at & feeling dry & wet sand. Moulding & modelling with sand. Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them.  STIMULUS – birthdays, cake tins, bun cases, candles, resources for 'decorating', bowls & wooden spoons for mixing	Looking at & feeling dry & wet sand. Moulding & modelling with sand. Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them Link to comparisons of capacity – more, less  STIMULUS - Include small world construction site	Looking at & feeling dry & wet sand. Moulding & modelling with sand. Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them	Looking at & feeling dry & wet compost. Holes & tunnels Moving compost Burying items, find & extend vocab to talk about them  STIMULUS – planting, different sized plant pots, seeds, sieves etc. Resources to create a miniature garden.	Looking at & feeling compost. Holes & tunnels Moving compost Burying items, find & extend vocab to talk about them  STIMULUS – Small world farm animals etc. re-create own farm	Looking at & feeling dry & wet sand. Moulding & modelling with sand. Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them  STIMULUS - Seaside – explore capacity, weight, label using flags. Use pebbles & shells to create patterns.
Skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective Also include compost Small world – dinosaurs, farm, town and roads, construction site, knights & princesses, jungle, minibests, native creatures, pirates						
<b>MESSY PLAY</b>	To include – gelibaff, cornflour, dry rice, slip, clean mud, autumn leaves & materials, fake snow (include polar animals small world) Small world opportunities – dinosaurs, native animals,					
<b>CONSTRUCTION</b>	Enhance with dolls house small world. With figures and then move onto including 'small bunting'/party items to link	Enhance and modify house to include Christmas theme	Enhance and modify house to include snow on ground/bare trees (end of winter)	Small world to include enhancements for Billy Goats Gruff, Jack & the Beanstalk, The Gingerbread Man	Small World enhancement hospital	Small world enhancement police station & fire station

	to theme					
	Skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective 					
<b>MALLEABLE MATERIALS</b>	Dough making station – skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective. Other forms of malleable material – different consistencies, textures, resistance etc. e.g. corn flour, cloud dough etc., clay					
<b>OUTDOOR</b> See outdoor plan						
<b>Visits/Visitors</b>		Garden Centre – Christmas Shop  Autumnal Walk – invite parents to join us on a walk to collect items for future artwork			Visitors – neonatal nurse/school nurse	Visitors – police Firefighters Visit – Nell Bank