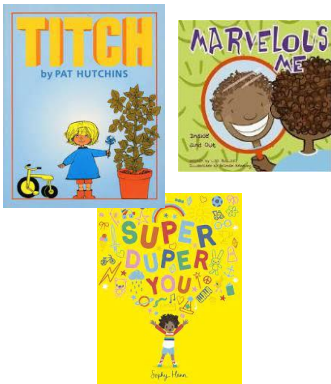
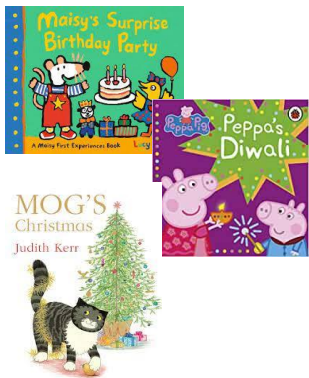
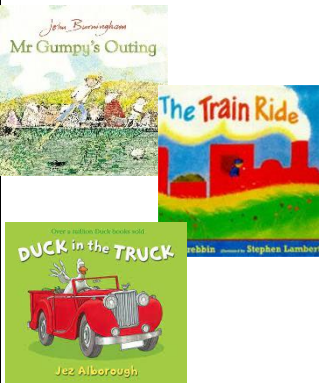
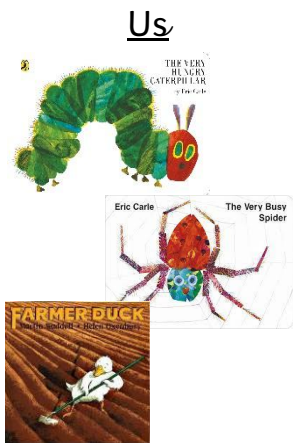


Nursery LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title Children's interests will be followed as and when they arise.	<u>Me, My Family and My Home</u> 	<u>Our Celebrations</u> 	<u>Ticket to Ride!</u> 	<u>Animals Around Us</u> 	<u>Let's Explore!</u> 	<u>Our Heroes</u> 
Intended Themes	Who am I? My body What can my body do? Me and my family My house Likes and dislikes	Celebrations: Birthdays, Halloween, Diwali, Bonfire Night, Christmas Healthy eating Autumn and the changing weather	Where do we live? Transport and Travel (aeroplanes, boats, cars, trains, bikes) Winter and the changing weather	Minibeasts Farm Animals Lifecycles -Caterpillar to Butterfly Easter Celebrations Spring and the changing weather	Plants and growth Seed planting (sunflowers, cress and beans) Where does our food come from and how does it grow? How to be healthy	Who helps us? What jobs do people do? Jobs near and far When I grow up Summer and the changing weather Transition
Scribble Club/Squiggle While you Wiggle	Squiggle While you Wiggle All children will complete a planned co-ordination and motor skill group. Completing a variety of activities daily which will develop: core strength and stability, gravitational security, crossing the midpoint, and muscle development in whole arm and hand.	Squiggle While you Wiggle Some children will complete a planned co-ordination and motor skill group. Completing a variety of activities daily which will develop: core strength and stability, gravitational security, crossing the midpoint, and muscle development in whole arm and hand.	Squiggle While you Wiggle Some children will complete a planned co-ordination and motor skill group. Completing a variety of activities daily which will develop: core strength and stability, gravitational security, crossing the midpoint, and muscle development in whole arm and hand.	Squiggle While you Wiggle Some children will complete a planned co-ordination and motor skill group. Completing a variety of activities daily which will develop: core strength and stability, gravitational security, crossing the midpoint, and muscle development in whole arm and hand.	Squiggle While you Wiggle (N1) Some children will complete a planned co-ordination and motor skill group. Completing a variety of activities daily which will develop: core strength and stability, gravitational security, crossing the midpoint, and muscle development in whole arm and hand. Then additional rhyme time.	Squiggle While you Wiggle (N1) Some children will complete a planned co-ordination and motor skill group. Completing a variety of activities daily which will develop: core strength and stability, gravitational security, crossing the midpoint, and muscle development in whole arm and hand.
		Scribble Club Some children who have been accessed as having an appropriate pencil grip and an understanding of following instructions will move into the Scribble Club group. The children will focus on a story, poem,	Scribble Club Some children who have been accessed as having an appropriate pencil grip and an understanding of following instructions will move into the Scribble Club group. The children will focus on a story,	Scribble Club Some children who have been accessed as having an appropriate pencil grip and an understanding of following instructions will move into the Scribble Club group. The children will focus on a story,	Scribble Club (N2) All N2 children will move into the Scribble Club group. The children will focus on a story, poem, rhyme or video. Linked to the current topic and intended theme. Additional work will be completed in	Scribble Club (N2) All N2 children will move into the Scribble Club group. The children will focus on a story, poem, rhyme or video. Linked to the current topic and intended theme. Additional work will be

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		rhyme or video. Linked to the current topic and intended theme.	poem, rhyme or video. Linked to the current topic and intended theme.	poem, rhyme or video. Linked to the current topic and intended theme.	keeping with the Phonics plan for nursery.	completed in keeping with the Phonics plan for nursery.
Experiences	Visit from a Baby Seasonal walk around the school grounds	Seasonal walk around the school grounds Tong Garden Centre Winter Wonderland Visit Baking and tasting!	Seasonal walk around the school grounds Yeadon Tam visit, to see planes from the airport, boats on the water, cars, busses and bikes on the cycle ramps. Holmewood walk – Familiar routes and our local area	Seasonal walk around the school grounds Tropical World Visit Class caterpillars Minibeast Hunt	Seasonal walk around the school grounds Sunflower growing competition Into the Wild Visit in school	Seasonal walk around the school grounds Police Visit Teddy Bears Picnic Pudsey Park Visit
Festivals / Celebrations	Harvest National Poetry Week	Halloween Remembrance Day Bonfire Night Diwali Christmas	Chinese New Year Storytelling Week Safer Internet Day	World Book Day Shrove Tuesday Mother's Day Easter	Eid Queen's Jubilee	Art Week Father's Day
Parents as Partners	Transition Weekly Rhyme Time	Parent's Evening Weekly Rhyme Time Christmas Sing-A-Long Stay and Play – Christmas Crafts	Transition Weekly Rhyme Time Stay and Play Workshop – Storytelling Week	Parent's Evening Weekly Rhyme Time Stay and Play - Easter Crafts	Transition Weekly Rhyme Time Stay and Play – Food, Glorious, Food!	Reports Weekly Rhyme Time Stay and Play – Teddy Bears Picnic
Key Knowledge linked to Intended Themes	-The names of the key parts of my body, including my face. - How my body moves, including running, hopping, skipping, jumping. -How I have changed from being a baby. - What I can do now that babies can't do. - Who is in my family and their connections to me -Knowing there are different types of houses and mine might like different to my friends. - Knowing what I like and dislike, and that is okay to like different things to my friends. -What's happening around us – weather and seasonal features - How to keep safe near roads	-Name different occasions that we celebrate - Know how we might celebrate different occasions (food, clothes, activities, music, customs associated with the festival's of - Halloween, Bonfire night, Christmas, Birthdays, Diwali) - Know how to make some healthy choices related to food and drink. -What's happening around us – weather and seasonal features - Know key parts of the Christmas story. - How to keep safe on Bonfire Night.	- Know where I live - What is in my local area and identifying key places e.g. church, post office, library etc - Knowing there are places which are different to where I live (towns and countries) and knowing what makes them different (e.g. seaside, weather etc) - Identifying and naming different transport types (cars, boats, trains, hot air balloons, bikes, plane, bus) - Knowing how different type of transport move in different ways (land, air or sea) - Notice changes and differences (floating and sinking) -What's happening around us – weather and seasonal features - Know how to keep safe when using technology. (e-safety)	-Name and identify simple farm animals, including, sheep, cows, pigs, horses, goats, chickens, ducks, geese, donkeys etc. - Describe different farm animals using scientific vocabulary, e.g. mane, hooves, tails, udders, snout. - Know simple facts about farm animals such as the names of their young, what they produce (e.g. eggs) and what noise they make. - Name and identify simple minibeasts, including ladybirds, butterflies, worms, beetles, spiders, bees, ants, woodlice, caterpillars. - Simply explain the life cycle of a butterfly. -What's happening around us – weather and seasonal features - Know who my trusted adults are, both at home and at school	-Explain how to plant a seed - Know how to care for a seed / plant and know what they need to stay healthy. - Name and identify the basic parts of a plant– roots, stem, flower. - Know some foods grow underground some grow above ground. - Identify which foods are healthy and which foods we should only eat sometimes. - Identify the changes that happen to your body when you exercise. - Know the importance of toothbrushing for keeping teeth healthy. - Know the importance of hand washing for keeping healthy. -What's happening around us – weather and seasonal features - Know how to keep safe in the sun.	- Name people who help us who are familiar to me, including police officers, doctors / nurses / firefighters / hairdressers / shopkeepers / lifeguards / dentists. - Explain simply some of the roles these people do. - Know that people in other countries do the same jobs as people familiar to me. - Show interest in different jobs and say what I want to do when I grow up. -What's happening around us – weather and seasonal features - Know how to keep safe in the sun. - Know how to keep safe near water and fire.

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				- Know key parts of the Easter story.		
Safety Focus	Road Safety	Bonfire Night Safety	Online Safety Road Safety – Local walk	NSPCC – PANTS Speak Out, Stay Safe	Sun Safety	Fire Safety Water Safety
Vocabulary Focus	See Vocabulary Document					
PSHE Focus (SCARF)	Health and Wellbeing SCARF - Keeping myself safe Key Themes: Asking for help and staying safe at home	Relationships SCARF - Valuing Differences Key Themes: Recognising similarities and differences Caring for others	Health and Wellbeing SCARF – Being my Best Key Themes: Making healthy choices and being persistent	Relationships SCARF - Me and My Relationships Key Themes: Feelings and special people	Living in the Wider World SCARF– Rights and Respect Key Themes: Taking care	Health and Wellbeing – SCARF – Growing and Changing Key Themes: Seasons and growing up
Physical Development - Carrwood's Curricular Goals	To develop shoulder pivot To take off own coat, shoes and socks To be able to get on a balance bike and push self forward using feet To be able to put on a pair of wellington boots independently To wash own hands effectively To use the toilet (with support if required)		To develop elbow pivot To put on own coat, shoes and socks with increasing independence To begin to show ability to balance on balance bike by beginning to hold both feet off the floor To be able to blow own nose To be able to use the toilet independently, most of the time To walk up and down stairs correctly.		To develop a wrist pivot when using one handed tools To independently put on own coat, shoes and socks To be able to ride a two wheeled balance bike confidently To begin to use cutlery To use the toilet independently Begin to show control when using scissors Practise throwing and catching a large ball	
Writing Focus	A wide ranging programme of physical skill development is required to ensure children have the necessary strength and control to become writers. Planned opportunities for large muscle co-ordination and small muscle co-ordination (hands and fingers) ensure children are ready to write some letters accurately and write some or all of their name, including Dough Disco and Squiggle While you Wiggle..					
Maths Focus (Master the Curriculum)	Comparison 1 – More than, Fewer than, same Shape, space and measure 1 – Explore and build with shapes and objects Pattern 1 – Explore Repeats Counting 1 - Hear and Say number names Counting 2 - Begin to order number names Subitising 1 - I see 1, 2, 3		Pattern 2 - Join in with repeats SSM 2 – Explore Position and space Sub 2 – Show me 1, 2, 3 Counting 3 – Move and Label 1, 2, 3 SSM 3 - Explore position and routes Pattern 3 – Explore own first patterns		Count 4 – Take and give 1, 2, 3 SSM 4 – Match talk push and pull Sub 3 – Talk about dots Comparison 2 – Compare and sort collections Pattern 4 – Lead on own repeats SSM 5 – Start to puzzle (Extra learning) Pattern 5 – Making patterns together Sub 4 – Make games and actions Count 5 -Show me 5 Pattern 6 – My own pattern Count 6 – Stop at 1, 2, 3, 4, 5 Comparison 3 – Match, sort, compare	
Artist Focus	Piet Mondrian – Lines and Colours	George Seurat – Dot Art	Jackson Pollock – Dripping and Splatting	Henri Matisse – Pattern and Repetition	Van Gogh - Sunflowers	Wassil Kadinsky – Shape
Computing Focus	Exposure to a range of technology, knowing how to operate it. Knowing that information can be retrieved from digital devices and the internet Uses technology for different purposes.					
RE Focus and Key Knowledge (Discovery RE)	<u>Theme: Special People</u> <u>Key Question: What makes people special?</u> I can talk about some of the things that make me unique.	<u>Theme: Christmas</u> <u>Key Question: What is Christmas?</u>	<u>Theme: Celebrations</u> <u>Key Question: How do people celebrate?</u>	<u>Theme: Easter</u> <u>Key Question: What is Easter?</u>	<u>Theme: Story Time</u> <u>Key Question: What can we learn from stories?</u>	<u>Theme: Special Places</u> <u>Key Question: What makes places special?</u>

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	I can talk about some of the similarities and differences between my family and other families.	I can talk about the special things families and friends do at Christmas. I can talk about the people in the Christmas story, felt when they saw the baby Jesus. I can tell you some key parts of the Christmas story.	I can tell you some things people do when they are celebrating special events. I can remember and talk about significant events in my own experience.	I can talk about the special things families and friends do at Easter. I can tell you some key parts of the Easter story.	I can show interest in the lives of people who are familiar to me. I can think of ways to be a good friend.	I can show interest in different occupations and ways of life. I can name some special buildings where people go to pray.
Music Focus (from Carrwood's Music Curriculum)	Explore the sounds of their voices Slow / fast moving and dancing to music. Sing a range of Nursery Rhymes, including Two Little Dickie Birds and 1,2,3,4,5 Sing a range of songs, including make a circle song, hello everyone, sleeping bunnies, dingle dangle scarecrow	Explore the sounds of their voices Listening and dancing to a range of different music, some being suited to the celebration, e.g. bonfire night, Diwali, Halloween. Sing a range of nursery rhymes, including I can sing a rainbow and if you're happy and you know it Sing a range of songs, including Christmas songs and action songs	Gaining control of our voices, have you got your singing voice? Make rhymical and repetitive sounds – copy me patterns. Exploring sounds and instruments – play them in different ways Number rhymes and songs Move to pulse – different genres through history and space music Sing a range of nursery rhymes, including the wheels on the bus and little tickly monkey	Gaining control of our voices, have you got your singing voice? Make rhymical and repetitive sounds – copy me patterns. Exploring sounds and instruments – play them in different ways Copycat games Action songs Move to the pulse – carnival of the animals Play instruments with increasing control Sing a range of nursery rhymes, including five little men and Old McDonald has a farm	Circle and clapping games – sing in a group / solo Pitch match melody pirate songs pulse movement – growing 4 seasons Ring games and songs Own compositions with instruments – play with increasing control to express feelings Sing a range of nursery rhymes including five currant buns and five little ducks.	Have you got your singing voice? Pitch matching Counting rhymes See saw / circle games Sing in a group or on their own, match a melody in pitch or to follow a melody. Starting and stopping – instrument games Creating own songs Playing instruments with increasing control. Sing a range of nursery rhymes including five little speckled frogs and head, shoulders, knees and toes
50 Things to do Before You're Five 	#6 Rhyme Time #10 Sharing Books #11 Making Connections #13 Shout and Shh	#14 See the Stars #16 Whee, Bang, Whizz #36 Ready, Steady, Blow #47 Great Bradford Baking	#7 Making Music #18 Dance #25 Creative Junk #35 Trip Trap, Who is That?	#9 Mini Beast Hunting #24 Hop, Skip & Jump #37 Show and Tell #39 Talking Signs	#17 Hocus Pocus Potions #19 Growing #48 Natural Art	#30 Yummy Picnic #15 Dressing Up #41 Water Feature #49 Grass Grazi

Carrwood Primary School – Nursery Curricular Goals

Communication and Language – Confident Communicators

Ask a simple question
Tell someone how I feel
Listen to others in a range of contexts
Apply new words in speech

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Personal, Social and Emotional Development	Help others who are upset Confidently share my ideas Show resilience when completing an activity
Physical Development	To develop a wrist pivot when using one handed tools To independently put on own coat, shoes and socks To be able to ride a two wheeled balance bike confidently To begin to use cutlery To use the toilet independently Begin to show control when using scissors Throw and catch a large ball
Literacy	Retell a story using pictures or props Enjoy retelling stories using the book to help me Read my name Begin to write my name, using my name card to help me Give meaning to marks I make
Mathematics	Recite numbers in sequence to 10 Understand the value of a number up to 5 Compare quantities and objects
Understanding the World	Remember and talk about key events from my own experiences Know key people in my community and their role Be aware of similarities and differences
Expressive Art and Design	Mix powder paint to make different colours Begin to create with an idea in mind Perform familiar songs

Nursery's Reading Diet						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Author	Lucy Cousins <i>Including Peck, Peck, Peck, The Maisy Mouse Series, Hooray for Fish!</i>		Eric Carle <i>Including The Very Hungry Caterpillar, The Very Busy Spider, The Mixed Up Chameleon, From Head to Toe, The Tiny Seed, Mister Seahorse</i>		Michael Rosen <i>Little Rabbit Foo-Foo, We're Going on a Bear Hunt, I am Angry, I am Hungry, I am Happy, Chocolate Cake, Goldilocks and the Three Crocodiles.</i>	
Core English Texts	We're Going on a Bear Hunt Titch Super Duper You Marvellous Me!	Maisy's Surprise Birthday Party Peppa's Diwali Mog's Christmas	Mr Gumpy's Outing Duck in a Truck The Train Ride Dino's on the Bus	The Very Hungry Caterpillar The Very Busy Spider Farmyard Hulabaloo Farmer Duck	Jasper's Beanstalk Jack and the Beanstalk A seed in need	Mog and the Vet Topsy and Tim go to the Dentist Percy the Park Keeper
Non-Fiction Texts	Brilliant Bodies Me and my amazing body All about families Families (L Forshaw) Let's Build a House All Kinds of Homes	What can you see in Autumn? S Smith The Little Book of Celebrations My Birthday Party – S Coan Birthday's Around the World	199 Things on the Road 199 Big Machines Amazing Machines Series (Terrific Trains, Cool Cars, Tough Trucks, Dazzling Diggers, Brilliant Boats, Amazing Aeroplanes, Tremendous Tractors, Roaring Rockets, Super Submarines, Flashing Fire Engines)	First Facts: Bugs National Geographic: Bugs Do You Love Bugs? The Big Book of Bugs National Geographic: Farm Usborne: Look Inside a Farm Look and Find: On the Farm	How do Flowers Grow? How Things Grow In My Garden (National Geographic Kids) RHS I Can Grow a Sunflower Seed to Sunflower	A Focus On: People who Help Us Look Inside: Jobs People Who Help Us (R Hunter): Police Officer, Postman, Doctor, Firefighter

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Traditional Tale Focus (Know by Heart)	The Three Little Pigs	Goldilocks and the Three Bears	The Three Billy Goats Gruff	The Little Red Hen	Jack and the Beanstalk	The Gingerbread Man
Core Set of Poems & Rhymes	Two Little Dickie Birds 1,2,3,4,5	Miss Polly had a Dolly If you're happy and you know it	The Wheels on the Bus Little Tickly Monkey	Five Little Men Old McDonald has a Farm	Five Currant Buns Five Little Ducks	Five Little Speckled Frogs Head, Shoulders, Knees & Toes
Core Read Alouds (read over and over again across the year)	The Very Hungry Caterpillar, My World, Your World, We're Going on a Lion Hunt, The Three Little Pigs, Would you like a Banana? Rainbow Fish Fish Billy's Bucket Which food will you choose? (Non-Fiction) Usbourne Illustrated Nursery Rhymes (Poetry Anthology)					
Other Suggested Texts (for the learning environment)	And Me - Karen King My world, your world I don't want to wash my hands You choose I'm Me! Let's build a house Each Peach, Pear, Plum What I like about me! The Family Book – Todd Parr The Colour Monster Let's Make Faces! Argh! There's a Skeleton Inside You Hello World From Head to Toe We're Going on a Leaf Hunt	Peppa's Magical Halloween Elf on the Shelf Christmas Elfie Contest The Blue Balloon Elmer's Birthday Kipper's Birthday Lighting a Lamp Let's Celebrate: Special Days Around the World Lilu makes Diyas Shubh Diwali! It's Diwali! (R Sebra) The Snowman Little Robin Red Vest Dream Snow Father Christmas Needs a Wee!	Lost and Found The Naughty Bus Rosie's Walk The Runaway Wok Mr Wolff's Pancakes Mr Gumpy's Motor Car The Runaway Train Red Lorry, Yellow Lorry The Lost Property Office We Catch the Bus On the Way Home The Journey Home I Wish I Were a Pilot The Wheels on the Bus We all go travelling by	The very angry ladybird The teeny weeny tadpole Superworm The very quiet cricket Mad about minibeasts What the ladybird heard Norman the slug with the silly shell Twist and hop, minibeast bop Arrgh Spider! Old Mikamba Had a Farm Maisy's Farm The night before Easter We're going on an egg hunt Flip Flap Minibeasts! How Many Bugs? Supermarket Zoo	Bloom (A Booth) I really wonder what plant I'm growing The Enormous Potato Katie and the Sunflower Ten Seeds The Gigantic Turnip From the Garden The Growing Story Maisy Grows a Garden The Extraordinary Gardener It Starts with a Seed We are Growing Jody's Beans In Wiggly's Garden Sam Plants a Sunflower Ben Plants a Butterfly Garden	People who help us series My daddy is a nurse My mummy is a firefighter Going to the vets You Can't Call an Elephant in an Emergency Fireman Sam: Hooray for Heroes Little Explorers: When I Grow Up Big Mike's Police Car Peppa Pig's Emergency Heroes When You're Fast Asleep Is it Warm Enough for Ice Cream? Kipper's Sunny Day
Phonics Focus	Voice sounds - Explore the different mouth movements you can make - Make trumpets from paper and make different noises through them - Pass the voice sound around the circle - Tell stories making voice sounds such as "We're going on a bear hunt" Instrumental sounds - Experiment making sounds with a range of instruments - Making loud sounds and quiet sounds with instruments - Tell a story using instruments to make the sounds		Rhythm and rhyme - Read books together joining in with rhythmic/ rhyming phrases - Sing or recite songs and nursery rhymes together - Play a making "rhyming soup" game together with objects - Finish the rhyming phrase/ match rhyming pairs Environmental sounds - Listening walks both indoor and outdoor - Stop and listen with a sand timer - Bang a beater stick on different materials to make different sounds - Sound stories (eg. "Whatever Next" by Jill Murphy) Body percussion		Oral blending and segmenting (Fred games) - Fred says (body parts, actions, colours, weather, feelings) - Fred's house (table, toy box, bedroom, kitchen, shed, bathroom) - Fred's wardrobe - Fred's adventure (farm, zoo, woods, party, park, seaside) - Fred's fridge Alliteration - I spy names game: "I spy with my little eye someone whose name starts with..." - Create a zoo where all the animals must be alliterative	

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	- Singing songs and playing instruments Environmental sounds - Listening walks both indoor and outdoor - Stop and listen with a sand timer - Bang a beater stick on different materials to make different sounds - Sound stories (eg. "Whatever Next" by Jill Murphy)	- Experiment with the sounds you can make with your bodies - Singing songs and nursery rhymes with added body percussion - Pass the sound around the circle - Make sounds in different ways: slow/ fast, quiet/ loud, long short	- Dig for treasure where all the objects have the same initial sound - Give chn initial sound adjective names eg. "Cheeky Charlie" Initial sound games - Make a silly soup where the items have the same initial sound - Using a sound bag pick out objects, emphasising the initial sound - Use a mirror to make initial sounds looking at how your mouth and tongue move - Go on a journey and emphasise the initial sound of the things you see Nursery WRI Phonics for September school starters
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