



Curriculum Long Term Plan

	Autumn	Spring	Summer
Theme Year A	All about me	Nursery Rhymes	The Sea
Theme – Year B	All about me	Spring colours	Summer journeys
Significant events	Harvest – End September/ beg Oct Halloween Diwali Bonfire night Christmas	New Year’s Day Chinese New Year (Lunar New Year) Pancake Day World Book Day Mother’s Day St Patrick’s Day Ramadan begins Easter	Eid el-Fitr Father’s Day Eid al-Adha
Wow Experiences			Fire Engine Visit Police visit Dinosaur Experience Farm visit Summer picnic lunch with parents
Key texts	We’re Going on a Bear Hunt	Book of nursery rhymes	The Rainbow Fish
Additional key texts	<ul style="list-style-type: none"> • Room on the Broom • The Gruffalo • The Gruffalo’s child • A place called home • Dogger • Here we are • My world, your world • Stickman (seasons) • Leaf man • Owl babies • The Nativity 	<ul style="list-style-type: none"> • Jasper’s Beanstalk • All about plants • The very hungry Caterpillar • Brown Bear, Brown Bear.. • Mr Wolf’s pancakes • Jack and the Beanstalk • The enormous turnip • Lola plants a garden • Ten seeds • Oliver’s vegetables • Handa’s surprise • The tiny seed 	<ul style="list-style-type: none"> • The train ride • A place called home • The journey home from Grandpa’s <ul style="list-style-type: none"> • Who lives here? • Rosie’s walk • Goldilocks and the 3 Bears • Polar Bear, Polar Bear... • Mama Panya’s pancakes • Oliver’s fruit salad •
Key learning linked to	PD – Prime Areas	Specific Areas Continue to embed learning in Prime areas plus: Lit –	

<p>Development matters</p>	<p>Imitates drawing simple shapes, can copy some letters, <i>They handle equipment and tools effectively, including pencils for writing.</i> Helps with clothing; Dresses with help; <i>Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</i></p> <p>PSED – Separate from main carer with support, Expresses own preferences and interests, can select and use activities and resources with help. <i>Children will choose the resources they need for their chosen activity, children are confident to try new activities.</i></p> <p>Interested in others play and starting to join in, Can play in a group, demonstrating friendly behaviour, <i>they form positive relationships with adults and children.</i></p> <p>Shows understanding and cooperates with some boundaries and routines, Begins to accept the needs of others and takes turns, <i>They work as part of a group or class and understand and follow the rules.</i> Children to work together.</p> <p>CL – Listens to stories with increasing attention and recall, understands simple instructions, uses language as a powerful means of widening contacts, sharing feelings and thoughts. <i>Give attention to what others say and respond appropriately, Follow instructions involving several ideas or actions, they express themselves effectively, showing awareness of listeners' needs.</i></p>	<p>Sustain attentive listening to stories, rhymes, poems and songs, responding to what they have heard by relevant comments, questions or actions, Start linking sounds to letters and enjoy a healthy interest in books.</p> <p>Maths – Say and use number names in order in familiar contexts. Count reliably up to 10 objects. Recognise numerals 1 – 9. Find one more or one less than a number 1-5. Number bonds to 5. Show an interest in shapes and their properties. Show an understanding of positional language. Show an interest in pattern and continue a simple pattern.</p> <p>UtW – Have a sense of own relations, know some of the things that make them unique, Talk about past and present events in own life. Show an interest in different cultures and celebrate differences. Show an interest in changes in the environment</p> <p>EAD – Join in with favourite songs, Explore colour, use various construction materials, Capture responses using a range of media such as music, dance and paint.</p>
<p>Delivery</p>	<ul style="list-style-type: none"> • Children arrive and choose from a range of activities inside and outside. Parents are encouraged to say goodbye and leave promptly once children are settled. • Adults are available to support with observing, scaffolding learning and settling children 	

Mini weekly themes can be planned within these topics to follow the children's interests.