





# Long Term Curriculum Framework 2024-25

Date written:  
July 2024

Review date:

Staff responsible:

Headteachers, Teacher, Nursery Deputy

	2nd Sept - 25th Oct	2nd Sept - 25th Oct	2nd Sept - 25th Oct	2nd Sept - 25th Oct	2nd Sept - 25th Oct	2nd Sept - 25th Oct
	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7.1 weeks
Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
My Experiences (Trips)	Meeting new friends	Autumn walk -treasure	Trip to library	Parents to read for World Book Day	Observe Caterpillars develop into Butterflies	Visiting Schools, transition day
	Cooking	Christmas craft workshop	Literacy event with Children's Centre	World Book day dress up	Petting Farm	Graduation
	Starting nursery	Elf on the shelf			Cooking	Cooking
	Nursery values and routines	Fire Engine - fireworks & bonfire safety	Parents invite -read favourite book	Visit to Waitrose to buy ingredients		Meet the new Reception Class Teacher
	Dental nurse, discuss healthy choices & oral health	Trip to the post box - Santa's letters	Cooking	Visit the Train Station		
Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
My Voice (Key Texts)	Show & Tell - family photo	Q&A school nurse	Show & Tell on my way to nursery, I saw....	Show & Tell favourite story	Talk about the petting zoo	Show & Tell My Achievements and favourite moments
	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>
	Owl Babies	That's not my Santa	Three Little Pigs	The enormous turnip	Noisy Farm	Rainbow fish
	Colour Monsters	The Jolly Christmas Postman	Goldilocks and the three bears	One tiny seed/Eric's garden	Oh dear, lift the flap farm book	Non fiction: sea creatures
	Love makes a family	Sparks in the sky	Gingerbread Man	A seed in need	Ten little bugs	Barry the fish with fingers
	Kindness is...	First Festival - Diwali	Non fiction: maps atlas, ducks, pigs goats, bears	Farmer Duck	Very busy spider	That's not my shark
	We are welcome	Stick Man		Jack & the Beanstalk	Bad tempered ladybird	Snail & the whale
	Peekaboo House	Gruffalo	Three Billy Goats Gruff	Jasper's Beanstalk	Going on a bear hunt	Tiddler
	5 Little Pumpkins	Gruffalo's Child	Supertato	The very hungry caterpillar	Farmer duck	Sharing a shell
	Pumpkins Soup					
	Maisey goes to nursery					



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My Voice (Key Texts)	Show & Tell - family photo	Q&A school nurse	Show & Tell on my way to nursery, I saw....	Show & Tell favourite story	Talk about the petting zoo	Show & Tell My Achievements and favourite moments
	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>
	My First Hero -Black History	Zoom we're going to the moon	Little Red Riding Hood - stranger danger	Crunching munching caterpillar	Each peach each plum	Pip & Posy at the beach
	Grumpy Monkey	You're my little		We're going on an egg hunt	I can grow a flower	Starting school
	The Paperdolls	Firecracker				Harry & the dinosaurs go to school
	My hair	Brown Bear Brown Bear		That's not my bunny		
		Polar Bear Polar Bear what do you hear		Easter bunny flip book		
				The story of Easter - Fiona Boon		
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Voice (Key Texts)	Show & Tell - family photo	Q&A school nurse	Show & Tell on my way to nursery, I saw....	Show & Tell favourite story	Talk about the petting zoo	Show & Tell My Achievements and favourite moments
	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>	<b>KEY TEXTS</b>
	When I feel....	We're going on a Bear hunt				
	Whatever next					
	The Little Red Hen	That's not my penguin				
	Room on a Broom	Elmer colour				
		Christmas stories				





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<b>Celebrations</b>	Harvest	Bonfire Night	New Year	WBD 7 March	St Georges Day 23 April	Fathers Day 13 June
	Black History	Diwali 9 Nov	Chinese New Year 9 Feb	Holi 25 March	Eid ul Fitr 12 April	Healthy Eating week
	Rosh Hashanah	Remembrance 13 Nov	Valentines Day 14 Feb	Mothers Day 27 March		10-14 June
	Space Week 4-10 Oct	Hanukkah 7 Dec		Passover 22 April		Sports Day
		Chritmas party 15 Dec		Easter 17 April		Eid al Adha 17 June
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSED</b>	Settling in - building relationships with staff & peers	Develop their sense of responsibility and membership of community	Become more outgoing with unfamiliar people in the safe context of nursery	Increasingly follow rules, understanding why they are important	Talk about their feelings using words like - happy - sad - angry - worried	Preparing for change and the transition to sch
	Learning to manage own feelings when seperating from care givers	Develop the class values and ensure children understand what it means	Show more confidence in new social situations	Remember rules without needing an adult to remind them		Understand gradually how others might be feeling
	Learning and following boundaries and nursery rules	Building self confidence in the nursery setting. Big emphasis on tidy up time - using songs to encourage this	Play with one or more other children, extending and elaborating play ideas	Talk with others to solve conflict	Develop appropriate ways of being assertive	
	Select and use activities and resources, with help when needed		How to be a kind friend - begin to find solutions to conflict			



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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication &amp; Language</b>	Enjoy listening to longer stories	Listening to others in small groups	Develop communication skills and begin to use more complex sentences to	Use longer sentences of four to six words	Start a conversation with an adult or a friend and continue it for many turns	Be able to express a point of view and to debate when they disagree with an adult or a friend using words
	Pay attention to more than one thing at a time	Understand 'why' questions, like: @why do you think the caterpillar got so big?	Use a wider range of vocabulary linked to topic	Talk about familiar books and be able to tell a long story	Use talk to organise themselves and their play, 'Lets go on a bus..you sit there..Ill be the driver'	Use a wider range of vocabulary
	Understand questions or instructions that has two parts such as 'get your coat and wait at the door'	Sing a repertoire of growing songs	Develop their pronunciation of words	Follow simple directions how to plant a seeds		
		Know an increasing number of rhymes				
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical Development</b>	Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) ball skills	Skip, hop,stand on one leg and hold a pose for a game like musical statues	Start taking part in some group or team activities	Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm	Be increasingly independent in meeting their own care needs eg, brushing teeth, using toilet, washing & drying hands	Choose the right resources to carry out their own plan, for eg choosing a spade to enlarge a small hole they dug.
	Go up stairs, or climb up apparatus, using alternate feet	Use large muscle movements to draw lines and circles and make marks	Use a comfortable grip with good control when holding a pen or pencil	Be increasingly independent as they get dressed and undressed for eg putting coats on and doing up zips	Match their developing physical skills to tasks and activities in the setting for eg they decide whether to crawl, walk, run across a plank depending on length and width	Collaborate with others to manage large items such as moving a long plank safely or carry large hollow blocks
	Use one handed tools and equipment for making snips in paper with scissors	Using scissors and tools safely	Show a preference for a dominant hand	Make healthy choices about food drink activity and toothbrushing		Use comfortable grip with good control when holding a pencil or pen
		Start eating independantly and learn how to use a knife and fork				



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<b>Literacy</b> <small>All literacy is linked to topic, books and the children's interests. Children learn the structure of books and storytelling Phonics Phase 1 is covered in all aspects of learning for reading and writing</small>	Understand that print has meaning	Understand that we read English text from left to right and from top to bottom	Understand that print can have different purposes eg a shopping list, story, recipe	Identify & name different parts of a book eg front cover, pages,	Understand pg sequencing	Use some of their print and letter knowledge in early writing, for eg write a pretend shopping list that starts at the top of the page writing m for mummy
	Develop their phonological awareness, so they can : spot and suggest rhymes	Sensory mark making	Develop phonological awareness so they can clap the syllables in words	Develop phonological awareness to recognise words with the same initial sound such as money & mother	Recognise words with the same initial sound such as money and mother	
	Begin to engage in conversation about stories	Recognise their own name	Begin to write some of their name	Write some of or all of their name	Engage in extended conversation about stories learning and new vocabulary	
					Write some of or all of their name	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Develop fast recognition of up to 3 objects without having to count them individually (subitising)	Say one number for each item in order: 1,2,3,4,5	Link numerals & amounts for eg, showing the right number of objects to match the numeral, up to 5	Compare quantities using language 'more than' 'fewer than'	Experiment with own symbols and marks as well as numerals	Make comparisons between objects relating to size length weight and capacity
	Recite numbers past 5	Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Experiment with own symbols and marks as well as numerals	Begin to describe a sequence of events real or fictional using words such as first, then, last	Solve real word mathematical problems with numbers up to 5	
	Talk about and identify the patterns around them, for eg stripes on clothes, designs on rugs and wallpaper	Show 'finger' numbers to 5	Solve real world mathematical problems with numbers up to 5	Discuss locations using words like, in front of and behind	Talk about and explore 2D & 3D shapes (for eg, circles, rectangles, triangle, & cuboids) using informal and mathematical language sides corners straight flat and round	
		Talk about 2D & 3D shapes - circles, rectangle, cuboids triangles, using informal and mathematical language sides corners straight flat and round	Understand position through words alone for eg 'the bag is under the chair' no pointing			
		Combine shapes to make a new one, bigger triangle	Describe a familiar route			



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Understanding the World	Families - who is my family?	Use all their senses in hands on exploration of natural materials	Show interest in different occupations	Plant seeds & care for growing plants	Observe and care for growing animals (caterpillars & ducklings)	Continue developing positive attitudes about differences between people  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	
	Body parts - head shoulders knees and toes	Explore light & dark	Explore how things work	Understand the key features of the life cycle of a plant	Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things		
	Talk about what they see, using a wide vocabulary	Show interest in different occupations	Explore & talk about different forces they can feel	Explore the features of spring			
		Begin to make sense of their life story and family history	Talk about the differences between materials and changes they notice	Pancake day			
		Diwali	Homes in the past	Passover			
		Bonfire night		Easter			
		Remembrance Day	Chinese New Year		Eid-ul-Fitr		
		Hanukhah	Valentine Day				
		Christmas					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Expressive Arts & Design	Creating sounds using instruments	Explore different materials freely, in order to develop their ideas about to use them and what to make	Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses	Develop own ideas and decide which materials to use to express them	Make imaginative & complex small worlds with blocks and construction kits such as a city with different buildings and a park	Show different emotions in their drawings, happiness, sadness, fear  Respond to what they have heard, expressing their thoughts and feelings	
	Take part in simple pretend play, using an object to represent different things	Play instruments with increasing control to express their feelings and ideas	Draw increasing complexity and detail, such as representing a face with a circle and including details	Join different materials and explore different textures	Use drawing to represent ideas like movement or loud noises		
	Begin to remember and sing entire songs	Create closed shapes with continuous lines, begin to use shapes to represent objects	Draw increasing complexity and detail, such as representing a face with a circle and including details	Show different emotions in drawings and paintings like happiness, sadness, fear	explore colour and colour mixing	Create their own songs or improvise a song around one they know	
		Enjoy dancing and joining in ring games	Sing pitch of a tone sung by another person 'pitch match'	Sing the melodic shape, (moving melody) such as up and down, down and up) of familiar songs	Play instruments with increasing control to express their feelings and ideas		
	Assessment Week	Baseline Assessment					
	9th October						



<b>Provision skills</b>	N/A baseline assessment of skills	See provision of key skills doc Nursery	See provision of key skills doc Nursery	See provision of key skills doc Nursery	See provision of key skills doc Nursery	See provision of key skills doc Nursery


















