

Early Birds Nursery - Long Term Curriculum Plan 2021-2022



- In the nursery we wish to follow children's current interests but also offer new experiences to broaden the children's experiences and understanding of the world around them.
- Planning will be flexible and responsive to observations of children's developing interests, skills and lines of enquiry.

| Term | Term 1 (6 weeks 2 days) | Term 2 (7 weeks 2 days) | Term 3 (5 weeks 3 days) | Term 4 (6 weeks) | Term 5 (5 weeks 2 days) | Term 6 (7 weeks) |
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| Topic | Nursery Rhymes Enjoying and developing key language, vocabulary and play through singing, remembering and learning from nursery rhymes. | Autumn Leaves and Food Nurturing curiosity and developing an understanding of the immediate environments through observing, exploring and learning from nature. | Wild Animals (Could include local wildlife, sea creatures, jungle) Developing understanding, language and vocabulary related to a range of animals. | Journeys Developing early understanding of direction, maps, place knowledge and movement, | Growing Developing understanding of change, opportunities to compare observations made across the year, and how to nurture and care for living things. | Marvellous Me Developing an understanding of their bodies, how they work and healthy lifestyles. Developing confidence to express their personal interests and celebrate their special talents. |
| Special Events (UTW,PD) | Harvest | Autumn Halloween Christmas | Winter Thanksgiving | Spring Ramadhan | Spring/Summer Rising 4s Say and Plays Eid | Summer Rising 4s Sports Day Fun day Nursery graduation |
| Building Cultural Capital (UTW, EAD) | - Make a musical instrument. -Start borrowing books from our Library - Opportunity to take part in different growing projects throughout the year (vegetables & fruits, seeds & bulbs) | - Jump in Autumn leaves - Bake bread - Bake cakes or biscuits - Create art with nature - Perform as part of a group - Try new foods. -Barefoot walk | -Build a snowman (weather dependent) - Hold a creepy crawl | -Run through long grass, jump in puddles and mud. - Take part in an Easter egg hunt. - Observing different transport - visits from emergency services. | -Mini beast hunt -Observing animals changing (chicks, tadpoles or caterpillars) - Make a wormery -Plant a seed and care for it. | -Have a teddy bears picnic - Take part in a sports day. -Eat home grown fruit and vegetables |
| Building cultural capital role play ideas (UTW) | Greengrocer/shop QR code: supermarket or a vegetable stand visit | Pumpkin patch/Santa's Grotto QR code: tour of pumpkin patch | Vets/Animal shelter QR code: what is an animal shelter? | Travel agents/Rocket and astronauts QR code: holidays/What is NASA? What does space look like? | Florist/Garden centre QR code: tour of a florists or garden centre | Doctors/Dentist/Hairdresser QR code: visit to the dentist, what is it like? |
| Possible Links with Families | Nursery rhyme challenge Bring in their own harvest food to try | Christmas crafts & carols Cooking together | Animal Parade with masks made by the children Pictures of children with their pets | Go on a journey together to a somewhere in the local area. Role-playing a journey. | Sunflower growing competition Parents come into to our very own florist | Amazing us – celebration Talent Show (Match the baby pictures – adults and children) Graduation Sports Day |

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| | | Selling our own decorations, invite parents in to our Grotto | | Parents with careers requiring travel visit. | | |
| Door Display | Nursery Rhyme Collage | Stickman | Animal Boogie | The Naughty Bus | Sam Plants a Sunflower | Make a Funny Face |
| Literacy (Core Texts) | Nursery Rhyme Books <i>Storymap – simple nursery rhymes.</i> CL | Goldilocks and the 3 Bears Stickman Little Red Hen The Gingerbread Man Handa’s Surprise Sam’s Sandwich That’s not my fairy Room on the broom | Walking Through the Jungle Animal Boogie My Mum and Dad make me Laugh We’re Going on a Lion Hunt The tiger who came to tea The selfish crocodile | We’re Going on a Bear Hunt 3 Billy Goats Gruff Whatever Next The Naughty Bus Maisie’s traffic jam | The Enormous Turnip Jack and the Beanstalk Peter Rabbit Sam plants a sunflower The very hungry caterpillar A tadpole promise | 3 Little Pigs Harry and the Dinosaur go to school Hello friend Funnybones The colour monster goes to school Little Red Riding Hood |
| Literacy, Communication and Language (Key vocabulary - Goldilocks words) | Feeling Happy Sad Angry Scared | Try Tense Relaxed Frustrated Worried | Share Ask Teamwork Friendly Problem | Think Wonder Imagine Remember Adventure | Taller Shorter Growing Living Giant | Different Special New Feelings |
| PSED/CL/COEL <i>We will be nurturing the COEL throughout the year but are planning specific opportunities to ‘teach’ the vocabulary linked to these learning attributes.</i> | Dino School Explorasaurus – Playing & Exploring | Dina – Understanding & Detecting Feelings Tryosaurus – Active Learning | Dina – How to Problem Solve & How to be Friendly. Shareosaurus | Dina – Thinking of others Thinkasaurus – Creating & Thinking Critically | Review of learning from previous terms | Dino school Transition and new adventures (building resilience) |
| Maths Number & Numerical Patterns | Early number skill - Cardinality and Counting, Comparison, Composition, Number blocks, Subitising station, number of the week | | | | | |
| Maths (Key Vocabulary) | Count Zero Whole Part More Fewer | | | | | |
| Maths (Shape, Space & Measures) | Routines | Matching & Sorting | Patterns | Position & Direction | Measures | Shapes |

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| Maths (Key Vocabulary) | Today Yesterday Tomorrow First Then | Match Sort Group Same Different | Stripy Spotty Pattern Copy | In On Under Behind Infront | Taller Shorter Heavier Lighter Bigger Smaller Fit | Sides Corners Straight Flat Round |
| Science (UTW, EAD, M, C&L, L) | <u>Sound</u> 1) Explore how to make different sounds through tapping, shaking & blowing. | <u>Materials</u> 1) To observe how materials can change when they are mixed, cooled and heated. 2) To discover that materials have different textures. | <u>Animals</u> 1) Name different animals and their features. 2) Compare animals and say how they are the same and different. | <u>Forces</u> To talk about how things move – push, pull, lift, fall, turn. | <u>Plants & Animals</u> 1) To learn that plants can grow from seeds. 2) Know that living things grow and change. | <u>Humans</u> 1) Identify basic body parts. 2) Use different senses to explore objects and describe their observations. |
| Science (Key Vocabulary) | loud quiet fast slow silence | hot cold dry wet change | care needs same different home | stop go up down turn | observe grow plant seed flower | see hear touch taste smell |
| Keeping Ourselves Safe Topics (UTW) | T1 Road Safety T2 NSPCC Pants Rule T3 People Who Help Us (Stranger Danger) T4 Internet Safety T5 Safe Relationships T6 Staying healthy British Values | | | | | |

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Our Curriculum Goals

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| <p>To become a Confident Communicator who can listen carefully in different situations, holds a conversation with friends and adults, asks relevant questions and has a wide vocabulary with words that support understanding across domains.</p> | <p>To become an Independent Learner who can direct their own play, is motivated, selects resources, take risks by engaging in new activities, persists and tries again, manages their own feelings.</p> | <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p> | <p>To become an Active Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, using a range of equipment.</p> |
| <p>To become an Amazing Artist who is creative, confident, full of ideas, selects the tools they need, observes closely and is able to express themselves by selecting from a range of media to evoke a personal response.</p> | <p>To become a Brilliant Bookworm who can show a love for reading, uses a broad vocabulary with good background knowledge, talks about what they have read or has been read to them, reads words and simple sentences.</p> | <p>To become a Wow Writer who loves composing messages and stories, can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p> | <p>To become a Master of Maths who can show a deep understanding of early number skills, notices patterns, relationships and spots connections, has a positive attitude and interest in Maths, is not afraid to "have a go" and make mistakes.</p> |
| <p>To become an Enquiring Explorer who can show curiosity about the world around them through rich experiences, exploring nature, seasonal changes, their locality as well as the wider world through stories and experiences.</p> | <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why the part of Kent they live in is special, have an awareness and respect of other people's cultures and beliefs.</p> | <p>To become a Proud Performer who can perform a song, poem, or dance to an audience, retell stories with expression and confidence, play instruments correctly and with good rhythm.</p> | <p>To become a Persistent Problem Solver who can choose the resources they need, has ideas, listens to ideas from other, uses trial and error to solve problems, shows resilience, reviews how well something has worked on their own or with others.</p> |

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| Curriculum Area | Statement of Intent (What do we want all our children to be able to do by the end of Nursery?) | Implementation (How are we going to make this happen?) |
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| UW & CL COEL | To be curious & ask questions to gain understanding. | Planned curriculum experiences to spark curiosity and interest in a range of topics. Sustained shared thinking training for all staff and a priority within the setting. Curiosity cube - encouraging the children to pose questions. Adults modelling question, I wonder ... (Shrimp) |
| CLL | To use a wider range of vocabulary. | Goldilocks words - explicit teaching of medium frequency words. Key vocabulary mapped out throughout the year for PSED/COEL, Maths & Science. Staff trained in Sustained Shared Thinking |
| PSED, CL | To be confident to engage in conversation with their peers. | Speech & Language Screening to identify need for support. Modelling during play. Communication friendly space within the room. Social skills intervention groups to provide opportunities to practise skills in a quiet environment. Dino School Rook Room |
| CLL, L & EAD | To retell a familiar story using pictures or props. | Lots of repetition of core texts. Talk for writing, story mapping. Bringing stories alive and acting out with different props. Sharing core stories with home. Nursery borrowing library - core texts available to borrow for home. Termly parent 'Story and PJ' session |
| EAD, PD, COEL (Creating) | Start to create following their own ideas and plans, choosing their own materials. | Confidence to access resources independently. Physical space to create their own creations. Some ideas throughout the year. Provocations rather than set activities. Teach children how to tools safely & for a purpose. Modelling coming up with a plan and the steps to see this through. |
| MD | Represent numbers to 5 in different ways including their own symbols and marks. | Numbers in the environment. Label boxes, trays linked to tidy up time. Self-registration 5/10 frames Focus numbers - exploring in different ways to develop concrete understanding. Calendar - counting down to significant events. Opportunities outside for score keeping linked to physical games & challenges. |

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| | | <p>Maths stories - make story sacks with props to illustrate part, part, whole (Dora's Chicks, 5 Wiggly Caterpillars)</p> <p>Counting songs & props.</p> <p>Number of the week & subitising station</p> |
| UW, CL, PSED | Talk confidently about experiences outside of the nursery. | <p>Photos shared via tapestry - prompts for discussion.</p> <p>Show & tell opportunities.</p> <p>Talking opportunities linked to shared experiences at nursery.</p> <p>Key person/adults in the nursery aware of child's family structure and family interests and experiences during the year.</p> |
| PD, PSED | Meet their own care needs - brushing their teeth, using the toilet, washing their hands, cutting their food, putting their own shoes on. | <p>Explicit teaching of these skills.</p> <p>Promoting importance with parents of these skills.</p> <p>Tryosaurus encouraging independence & perseverance.</p> <p>Plan for visits from school nurse, dentist.</p> <p>Working with Health Visitor to provide support where appropriate.</p> |
| L | To spot and suggest rhymes. | <p>Nursery rhymes every day.</p> <p>Making up alternative rhymes.</p> <p>Rhyming stories - children can learn by heart.</p> <p>Sharing songs & rhymes with home.</p> <p>Using music sessions to explore rhythm.</p> |
| PD, L | To be able to draw detailed drawing and form the letters in their names | <p>WriteDance - developing confidence to make marks.</p> <p>Positional language</p> <p>Lot of mark making opportunities in all areas of the environment.</p> <p>Recognition of their names - name puzzles, name cards in their peg pocket, snack registration.</p> <p>Physical development opportunities - upper body strength (climbing, hanging, crawling)</p> <p>Provocations for drawing - adults modelling the process.</p> |
| EAD, PSED | To engage in shared role play with a narrative. | <p>Listening to each others ideas in conversation</p> <p>Shared experiences to role play - invite people in to talk about their professions and interests.</p> <p>Building on children's interests.</p> <p>Adults modelling role play exchanges and posing 'I wonder questions ...' to develop a storyline.</p> |
| PSED | To be able to identify and respond to their own and others emotions. | <p>Sharing stories with explicit emotions.</p> <p>Teachable moments throughout the day.</p> <p>Dino School</p> <p>Calm down area</p> <p>Teach strategies to say to a friend if they don't like something.</p> <p>Restorative Justice.</p> |