

# TINY TREES NURSERY LONG TERM PLANNING

## OUR CURRICULUM

"Growing adventurous learners"



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/ Interests/ Lines of enquiry	<b><u>Only One Me!</u></b> My family and me Meeting and making new friends Sea creatures Tour of school Harvest festival	<b><u>Food glorious food!</u></b> Bonfire Night and fireworks Christmas Birthdays Diwali	<b><u>Castles</u></b> Dress up day Local Area trip Growing beans Making shields	<b><u>Animals</u></b> Pancake Day Easter Visit from animals Possible farm trip Hatching eggs	<b><u>Our World</u></b> Litter picking in school grounds Woodland walk Growing flowers/planting seeds	<b><u>Off we go!</u></b> Sports Day, Teddy Bears picnic, leavers celebration, Visit train station
Reading spine and rhymes	<b>Only one you</b> <b>Hair Love</b> <b>Titch</b> <b>Let's make faces</b> <b>Three Billy Goats</b> <b>Three little pigs</b> <b>Miss Polly</b> <b>Heads, shoulders, knees and toes</b>	<b>The gingerbread man</b> <b>The giant jam sandwich</b> <b>I love you more than Christmas</b> <b>The very hungry caterpillar</b> <b>Cinderella</b>	<b>Sleeping beauty</b> <b>Jack and the beanstalk</b> <b>Rapunzel</b> <b>George and the dragon</b> <b>The smartest giant in town</b> <b>Jack and Jill</b>	<b>Dear Zoo</b> <b>Yucky worms</b> <b>Elmer</b> <b>Counting creatures</b> <b>Suddenly!</b> <b>The Ugly Five</b> <b>5 little ducks</b>	<b>Sally and the Limpet</b> <b>Window</b> <b>The tiny seed</b> <b>Under the Canopy</b> <b>Night Monkey, day monkey</b> <b>Hooray for Fish</b>	<b>The runaway train</b> <b>Super Submarines</b> <b>Duck in the truck</b> <b>Oi get off our train</b> <b>Little Red riding hood</b> <b>Lost and found</b>
Personal, social and Emotional Development  (Self-Regulation, Managing self,	<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul>		<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>		<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Begin to understand how others might be feeling.</li> </ul>	

<p><b>Building Relationships)</b></p>	<ul style="list-style-type: none"> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>• Develop friendships with other children</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> </ul>		
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• <b>(Listening, attention</b> Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• <b>and</b> Use longer sentences of four to six words.</li> </ul> <p><b>Understanding and Speaking)</b></p>	<ul style="list-style-type: none"> <li>• Make eye contact for longer periods.</li> <li>• Watch someone's face as they talk.</li> <li>• Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>• Copy your gestures and words.</li> <li>• Use intonation, pitch and changing volume when 'talking'.</li> <li>• Understand single words in context - 'cup', 'milk', 'daddy'.</li> <li>• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>• Understand simple instructions like "give to mummy" or "stop".</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Are usually still learning to pronounce: <ul style="list-style-type: none"> <li>- l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>

<p><b>Physical Development</b></p> <p><b>(Fine Motor Skills and Gross Motor Skills)</b></p>	<ul style="list-style-type: none"> <li>• Enjoy moving when outdoors and inside.</li> <li>• Reach out for objects as co-ordination develops.</li> <li>• Try a wider range of foods with different tastes and textures.</li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Use toilet independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>
<p><b>Literacy</b></p> <p><b>(Writing, Word Reading and Comprehension)</b></p>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Develop play around favourite stories using props.</li> <li>• Enjoy drawing freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>
<p><b>Mathematics</b></p> <p><b>(Number and Numerical Pattern)</b></p>	<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Counting-like behaviour, saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>

<p><b>Understanding the World</b></p> <p>(The Natural World, People, Culture and Communities, Past and Present)</p>	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Explore how things work.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Show interest in different occupations.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p>(Creating with Materials and Being Imaginative)</p>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Explore colour and colour-mixing</li> <li>• Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>