

# Nursery & Reception - Long Term Subject Curriculum Plan - 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Substantive Concepts
<b>Art and Design &amp; Technology</b>	<b>Drawing</b> Mark making	<b>Construction</b> Threading	<b>Painting</b> Exploring colour	<b>Mechanisms</b> Split pin junk modelling moving parts	<b>Mixed Media</b> Collage and model making	<b>Food and Nutrition</b> Birthday cakes, gingerbread men and sandwiches	<b>Art</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting and colouring</li> <li>Mixed media</li> </ul> <b>DT</b> <ul style="list-style-type: none"> <li>Design and evaluation process</li> <li>Functionality</li> <li>Materials and tools</li> </ul>
<b>Computing</b>	<b>Technology All Around Us</b> Logging into J2e Using QR codes and understanding classroom rules for the iPads	<b>Let's Paint!</b> Creating pictures and background in 'Jt5'	<b>All About Instruction</b> Unplugged activities following simple instructions	<b>Let's Write!</b> Adding text to a file	<b>Let's Count!</b> Use pictogram to count objects	<b>Project Evolve</b> Looking at online safety.	<b>Computing</b> <ul style="list-style-type: none"> <li>Understanding technology</li> <li>Online safety</li> <li>Programming</li> </ul>
<b>English - Phonics and Reading</b>	s a t p i n m d g o c k e u r h b f l <b>Tricky words</b> Is, I, the <b>Hear and read cvc words</b>	ff ll ss v w x y z zz qu ch sh th ng nk <b>Tricky words</b> As and has his her go no to into she he of we me be Words ending s <b>3 weekly reads start</b>	Ai ee igh oa oo oo ar or ur ow oi ear air er <b>Tricky words</b> was you they my by all are sure pure <b>Words with double letters and longer words</b>	<b>Review phase</b> Words with double letters Longer words Words ending in ing Compound words Words with es at end	<b>Short vowel</b> cvc, ccvc, ccvcc, cccvc, ccvcc <b>Root words</b> ending in ing, ed, est <b>Tricky words</b> Said so have like some come love do were here little says there when what one out today	<b>As Summer 1</b> Review all tricky words taught to date	<b>English - Reading</b> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Decoding</li> <li>Pleasure</li> <li>Prosody</li> <li>Windows &amp; Mirrors</li> </ul>
<b>English - Writing</b>	<b>Progression of handwriting in EYFS</b> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently  Form lower-case and capital letters correctly.  Know how to write the taught letters .  Sit correctly at a table, holding a pencil comfortably and correctly		<b>Purpose for Writing</b> Child initiated writing (in role, and for purpose) In summer 2, pupils should be given the opportunity to write for longer periods of time, building writing for pleasure.	<b>Planning Writing</b> Think of, say and write a simple sentence, sometimes using a capital letter and full stop. Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	<b>Drafting and Editing Writing</b> To think of, say and write a simple sentence, sometimes using a capital letter and full stop. To check written work by reading and make changes where necessary.	<b>Vocabulary, Grammar and Punctuation</b> Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. To make writing exciting using wow words Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	<b>English - Writing</b> <ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> <li>Form</li> </ul>
<b>Geography</b>	<b>Nursery—Can We Locate Places In Our Classroom?</b> To locate places in their immediate environment <b>Reception—Can we Use A Map?</b> To identify key points of interest on a map	<b>Nursery—Can We Locate Places In Our Classroom?</b> To locate places in their immediate environment <b>Reception—Can we Use A Map?</b> To identify key points of interest on a map	<b>Nursery-How Can I Be Kind To Our Outdoor Space?</b> To respect the environment <b>Reception-How Can I Make A Difference To The World?</b> To locate a place on a map and identify features of a hot and cold country	<b>Nursery-How Can I Be Kind To Our Outdoor Space?</b> To respect the environment <b>Reception-How Can I Make A Difference To The World?</b> To locate a place on a map and identify features of a hot and cold country	<b>Nursery-Where Do People Go On Holiday?</b> To discuss different countries <b>Reception-Do Hot/Cold affect how we live?</b> To use maps to identify land and oceans. To understand process and change e.g. seasons.	<b>Nursery-Where Do People Go On Holiday?</b> To discuss different countries <b>Reception-Do Hot/Cold affect how we live?</b> To use maps to identify land and oceans. To understand process and change e.g. seasons.	<b>Geography</b> <ul style="list-style-type: none"> <li>Comparison &amp; Environment</li> <li>Sustainability</li> <li>Impact</li> </ul>
<b>History</b>	<b>Our School</b> Who am I?		<b>Transport</b>		<b>Antarctica</b> Explorers		<b>History</b> <ul style="list-style-type: none"> <li>Society</li> <li>Equality and Inequality</li> <li>Inventions</li> </ul>
<b>Maths</b>	<b>Nursery</b>  Colours (2 wks) Match (2 wks) Sort (2wks) The Number 1 (1 wk) The Number 2 (2 wks) Pattern (1 wk)	<b>Reception</b>  Getting to know you (2 wks) Match, sort and compare (2 wks) Talk about measure and patterns (2 wks)  It's me 1, 2, 3 (2 wks) Circles and triangles (1 wk) 1, 2, 3, 4, 5 (2 wks) Shapes with 4 sides (1 wk)	<b>Nursery</b>  The Number 3 (2 wks) The Number 4 (2 wks) The Number 5 (2 wks) Numbers 1-5 (1 wk) The Number 6 (1 wk) Height & Length (1 wk) Mass (1 wk) Capacity (1 wk)	<b>Reception</b>  Alive in 5 (2 wks) Mass and capacity (1 wk) Growing 6, 7, 8 (2 wks) Length, height and time (2 wks) Building 9 and 10 (3 wks) Explore 3D shapes (2 wks)	<b>Nursery</b>  Sequencing (1 wk) Positional language (1 wk) More than/Fewer than (1 wk) Shape 2D (1 wk) Shape 3D (1 wk) Consolidation (1 wk) 1-5 revision (2 wks) What Comes After? (1 wk) Consolidation (2 wks)	<b>Reception</b>  To 20 and Beyond (2 wks) How many now? (1 wk) Manipulate, compose and decompose (2 wks) Sharing and grouping (3 wks) Make connections (1 wk) Consolidation (1 wk)	<b>Maths</b> <ul style="list-style-type: none"> <li>Number sense</li> <li>Basic Arithmetic</li> <li>Measurement</li> <li>Data Handling</li> </ul>
<b>Music</b>	<b>Let's be friends</b> <b>Nursery</b> This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. <b>Reception</b> I've got a grumpy face The sorcerer's apprentice	<b>Travel and movement</b> <b>Nursery</b> This unit is all about different ways that we can move and travel from one place to another <b>Reception</b> Witch, witch Row, row, row your boat	<b>This is me</b> <b>Nursery</b> This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique. <b>Reception</b> Bird spotting Shake my sillies out	<b>Animal party</b> <b>Nursery</b> We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum <b>Reception</b> Up and down Five fine bumble bees	<b>I've got feelings</b> <b>Nursery</b> This unit is all about exploring our feelings and emotions <b>Reception</b> Down there under the sea It's oh so quiet	<b>Let's jam</b> <b>Nursery</b> This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups <b>Reception</b> Slap clap clap Bow, bow, bow Belinda	<b>Music</b> <ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Pitch</li> </ul>
<b>P.E.</b>	<b>Balanceability</b> Introduce <b>Jump Start Johnny</b> & Fun and Games	<b>Balanceability &amp; Catching and Throwing</b>	<b>Fitness</b>	<b>Dance</b>	<b>Athletics</b> <b>Ball skills</b>	<b>Athletics</b> <b>Movement development</b>	<b>P.E.</b> <ul style="list-style-type: none"> <li>Movement and Balance</li> <li>Co-ordination</li> <li>Sportsmanship</li> </ul>
<b>R.E</b>	<b>Special places and festivals</b> Identify and ask questions about customs associated with focus religious communities	<b>The birth of Jesus</b> Explore stories about the lives and teachings of key religious figures and inspirational figures	<b>Relationships, promises and church wedding celebrations</b> Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	<b>Easter Celebrations</b> Find out about ways in which sacred texts are regarded, read and handled by believers	<b>Caring for creation</b> Ask and respond imaginatively to questions about things that are interesting or puzzling in the world.	<b>Helping others</b> Hear and respond to stories about belonging to a family or group including religious communities	<b>R.E.</b> <ul style="list-style-type: none"> <li>Beliefs</li> <li>Values</li> <li>Belonging</li> </ul>
<b>R.H.E.</b>	<b>Welcome</b> Starting School	<b>Friendships</b> Differences Sharing	<b>Feelings</b> Worries Anger Sadness	<b>Taking Care of Me</b> Hygiene Wobbly Teeth Illness	<b>Keeping Safe</b> Road Safety Shopping	<b>Keeping Safe</b> Sun and Water Safety Transition to Year 1	<b>R.H.E.</b> <ul style="list-style-type: none"> <li>Friendships and Relationships</li> <li>Health, Wellbeing, Emotions and Feelings</li> <li>Safety and Online Safety</li> <li>Diversity and Inclusion</li> <li>Making Good Choices</li> </ul>
<b>Science</b>	<b>Nursery &amp; Reception</b> <b>How do we know what season we are in?</b> To identify seasonal and daily weather patterns. To investigate changes to a tree through the four seasons. This will be revisited throughout the year.	<b>Nursery</b> <b>How do my toys move?</b> Explore and talk about different forces they can feel through toys with push and pull elements and friction. <b>Reception</b> <b>How can water change?</b> Look at the process of making a cup of tea.	<b>Nursery</b> <b>What can I see and hear?</b> Explore our Woodland Wonder area through their senses. <b>Reception</b> <b>How can water change 2!</b> Look at the process of making ice.	<b>Nursery</b> <b>Exciting Eggs</b> Understand the key features of the life cycle of a duck. <b>Reception</b> <b>Natural World</b> Make observations orally and in drawing of changes over time in animals and plants. Life cycle of a butterfly.	<b>Nursery</b> <b>Growing Tall</b> Plant and care for a sunflower and a bean seed. <b>Reception</b> <b>How is it different?</b> Compare our woodland wonder area to a contrasting environment.	<b>Nursery</b> <b>How has it changed?</b> Look at how things decay overtime. <b>Reception</b> <b>How has it changed?</b> Describe the changes they have seen in our Woodland Wonder area.	<b>Science</b> <ul style="list-style-type: none"> <li>Practical Application</li> <li>Investigation</li> <li>Cause and Effect</li> <li>Responsibility</li> </ul>