

# Nursery - 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 begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray. Use a range of chalks/pencil crayons/pencils thick and thin.	<b>Construction</b> Imaginative and complex 'small world' with blocks and construction kits.	<b>Painting</b> Explore using different sized brushes and rollers with poster paint, messy mark making tray	<b>Mechanisms</b> Joining and connecting to make more complex construction models and making informed choices about different materials together.	<b>Mixed Media</b> Collage Attempt to cut with scissors, join with glue to create a collage	<b>Food and Nutrition</b> Biscuits	<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>Make a Bee-Bot move</b> Choose which buttons to press. Bee-Bots, floor maps, programmable toys	<b>Make a Bee-Bot move</b> Following a map. Going from A to B	Stay on the program that an adult has put on. Be kind to my friends when I use the computer. Adult to select website / program and other age appropriate Apps, programs and websites	Stay on the program that an adult has put on. Be kind to my friends when I use the computer. Adult to select website / program and other age appropriate Apps, programs and websites	Talk about different kinds of information such as pictures and words. Move objects on a screen. Draw pictures on a computer/ iPad. 2Paint a Picture, Simple City, Doodle Buddy App	<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>Communication &amp; Language (C&amp;L)</b>	Children can sit and listen to a story. Children understand instructions with 2 parts. To understand why questions.	Children begin to increase their vocabulary use. Children talk in sentences of 4 to 6 words.	Children use talk to organise themselves. Children begin to use irregular tenses e.g. runned for ran	Children pay attention to more than 1 thing at a time. Children enjoy longer stories and remember them	Children can express their own point of view. Children use talk to organise themselves as well as play.	Children listen attentively. Children attempt to say multi-syllabic words e.g. hippopotamus.	<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 - Phonics and Reading</b>	<b>Little Wandle</b> Foundations for a Love of Reading	<b>Little Wandle</b> Foundations for Phonics– Tuning into sounds. s a t p i n	<b>Little Wandle</b> Foundations for Phonics– Tuning into sounds. m d g o c k e	<b>Little Wandle</b> Foundations for Phonics– Tuning into sounds. u r h b f l j	<b>Little Wandle</b> Foundations for Phonics– Tuning into sounds. v w y z q u c h	<b>Little Wandle</b> Foundations for Phonics– Tuning into sounds. c k x s h t h n g n k	
<b>English - Writing</b>	Develop an interest in making marks. is beginning to distinguish between marks and pictures/drawings. Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.	Draws marks that are not always distinguishable. Follows large pattern templates available. Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.	Adds some marks to drawings. Adds marks that to them symbolises their name. Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing	Beginning to give meaning to the marks they make. Holds a pencil or tool with a preferred hand.	Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making. Uses a two finger and a thumb grip when appropriate.	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – Can write some or all of their name. Can use the basis of a three-finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letters in their name).	<b>English - Writing</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Form</li> </ul>
<b>Geography</b>	<b>Can We Locate Places In Our Classroom?</b> To locate places in their immediate environment.		<b>How Can I Be Kind To Our Outdoor Space?</b> To respect the environment.		<b>Where Do People Go On Holiday?</b> To discuss different countries		<b>Geography</b> <ul style="list-style-type: none"> <li>• Comparison &amp; Environment</li> <li>• Sustainability</li> <li>• Impact</li> </ul>
<b>History</b>	Talk about days of the week, weekend and use language to support the past, present and future.		Look at Traditional Tales and how they have changed over time. Jack and the Beanstalk.		<b>My Family is special</b> Create a family tree to share with my new teacher		<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>Colours</b> (2 wks) <b>Match</b> (2 wks) <b>Sort</b> (2wks)	<b>The Number 1</b> (1 wk) <b>The Number 2</b> (2 wks) <b>Pattern</b> (1 wk)	<b>The Number 3</b> (2 wks) <b>The Number 4</b> (2 wks) <b>The Number 5</b> (2 wks)	<b>Numbers 1-5</b> (1 wk) <b>The Number 6</b> (1 wk) <b>Height &amp; Length</b> (1 wk) <b>Mass</b> (1 wk) <b>Capacity</b> (1 wk)	<b>Sequencing</b> (1 wk) <b>Positional language</b> (1 wk) <b>More than/Fewer than</b> (1 wk) <b>Shape 2D</b> (1 wk) <b>Shape 3D</b> (1 wk) <b>Consolidation</b> (1 wk)	<b>1-5 revision</b> (2 wks) <b>What Comes After?</b> (1 wk) <b>What Comes Before?</b> (1 wk) <b>Consolidation</b> (2 wks)	<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> 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>Travel and movement</b> This unit is all about different ways that we can move and travel from one place to another	<b>This is me</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>Animal party</b> We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity	<b>I've got feelings</b> This unit is all about exploring our feelings and emotions	<b>Let's jam</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>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 Jump Start Johnny & Fun and Games	<b>Balanceability</b> Fast Freddie—Travelling at different speeds. (Sports Xplorers)	<b>Handy Harry</b> Ball control (Sports Xplorers)	<b>Balancing Bella</b> Gymnastics (Sports Xplorers)	<b>Skillful Sally-Ball Skills</b> (Sports Xplorers)	<b>Athletics</b> Sports Day Practice	<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>Let's Celebrate</b> Harvest Festival	<b>Christmas</b> Who is baby Jesus?	<b>Thank You for My Friends</b> What makes a good friend?	<b>Easter</b> Why do we celebrate Easter?	<b>It's A WonderfulWorld</b> Caring for our wonderful world. Starting to look at creation.	<b>People who help us</b> Explore different ways in which people help others through the work they do.	<b>R.E.</b> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Values</li> <li>• Belonging</li> </ul>
<b>Personal, Social &amp; Emotional Development (P.S.E.D.)</b>	<b>Starting school</b> Making friends and following rules. Pink Misses Mummy. Blue's Indoor Voice. Blue's Best Friend.	<b>Friendships</b> Differences, sharing and turn taking. Blue Learns to Share. Orange Helps Out	<b>Feelings</b> Sad, happy, angry, worried, tired and scared Rainbow Feels Angry Pink Feels Sad	<b>Looking After Me</b> Healthy Eating Green's Greens Purple Is Poorly	<b>Keeping Safe</b> Sun awareness Drinking lots of water. Rainbow Visits the seaside.	<b>Keeping Safe</b> Getting Lost Blue Gets Lost Rainbow's Day Out 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>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>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>What can I see and hear?</b> Explore our Woodland Wonder area through their senses.	<b>Exciting Eggs</b> Understand the key features of the life cycle of a duck.	<b>Growing Tall</b> Plant and care for a sunflower and a bean seed.	<b>How has it changed?</b> Look at how things decay overtime.	<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>