

Subject	Autumn		Spring		Summer	
Topic / Theme	All About Me	Light and Dark	Time to Rhyme	Animal Crackers	The Great Outdoors	Whatever next...
Seasonal Theme	Autumn	Autumn/Winter	Winter	Spring	Spring/Summer	Summer
National Holidays and Celebrations	Harvest Festival Black History Month - October	Bonfire Night Halloween Birthdays Nursery at Night Anti-Bullying week Diwali Christmas – 25 December	Lunar New Year Valentine’s Day Pancake Day Eid	Mother’s Day Easter World Book Day Ramadan – 22 March	VE Day	Father’s Day Eid
Westbourne’s Additional Special Days		Christmas Singalong Concert- performed to parents Nursery at Night	History Week – QM Award – 6 January Rhyme Time Challenge Concert	British Science Week 10 – 19 March World Earth Day – 22 April		Sports Day Transition Week School Takeover Day Summer Fair Nursery Graduation

Curriculum Drivers	Past and Present	<p><u>Summer Holidays Recount</u></p> <p>-Discuss how the children have spent their summer, activities that they have enjoyed and places they may have visited. Draw upon past experiences.</p>	<p><u>Christmas: old and new</u></p> <p>-Look at old toys from the past, identify which toys are old and new. Discuss some features, batteries, noises, materials etc.</p>	<p><u>Seasonal Recount</u></p> <p>-Children to participate in a nature walk and discuss previous seasons. ‘It was Autumn, how has the weather changed?</p> <p>- Children to draw upon past experiences from Autumn and celebrations which happen in Autumn. Children to begin to answer questions, such as: Which celebrations do you celebrate in Autumn? Which was your favourite? How might you celebrate next time?</p>	<p><u>Eid Celebrations: Recount</u></p> <p>-Draw upon previous experiences of celebrating Eid.</p> <p>- Discuss how the children have celebrated Eid at home.</p> <p>- Children to recall their favourite part about Eid and discuss their likes/dislikes.</p> <p>-Discuss how they would like to celebrate in the future.</p> <p><u>Animals then and now</u></p> <p>-Discussion of animals living on earth thousands of years ago and compare the animals that are around us now.</p> <p>- Explore fossils, discussion of extinct animals and living animals.</p>	<p><u>Animals then and now</u></p> <p>-Discussion of animals living on earth thousands of years ago and compare the animals that are around us now.</p> <p>- Show understanding of animals that are kept as pets and those that are in the wild.</p>	<p><u>Whatever Next...</u></p> <p>-Children to look back at pictures of themselves from the beginning of the year and discuss how they have grown and changed.</p> <p>-Look at the ‘time capsules’ that they made on entry and comment on how they have changed. “I have grown taller.”</p> <p>-Discuss the children’s accomplishments and what they are proud of.</p> <p>-Talk about past significant events that they have enjoyed within the year, such as graduation, parties, etc.</p>
		<p><u>Oh, how I’ve grown</u></p> <p>-Children to bring in baby photos of themselves and discuss their achievements and how they have changed. Discuss what children couldn’t do and compare to what they can do now.</p>	<p><u>Celebrations: Birthdays</u></p> <p>-How have you celebrated your birthday? What did you do to celebrate? How old are you going to be next? How old were you last year? When is your birthday?</p>				

People, Culture and Communities	<p><u>Me, Myself and I</u></p> <ul style="list-style-type: none"> -Getting to know you, 1:1 discussion ‘all about me’ first piece of early writing. Identifying name, age, likes, dislikes. -Children to identify themselves in a mirror, naming facial features. Extend by naming ‘special’ features, such as eyelashes, eyebrows. - Description of self, curly, long hair, freckles, glasses etc. - Naming basic emotions alongside The Colour Monster, happy, sad, worried, angry, scared. Articulating why they may feel a certain emotion. -Who is special to me? Children to describe people who are special to them, who they live with. -Orientation within Nursery, knowing where the different areas are within the classroom. Toilet, cloakroom. Wider orientation, dinner hall, PE. <p><u>People Who Help Us</u></p> <ul style="list-style-type: none"> -Articulate ‘safe’ people in their lives outside of their immediate family, such as teachers, doctors, police, dentist. 	<p><u>Bonfire Night</u></p> <ul style="list-style-type: none"> -Develop an understanding of how bonfire night is celebrated. -Observe and respond to fireworks display. -Display an understanding of fireworks safety and why. <p><u>Halloween</u></p> <ul style="list-style-type: none"> -Discussion on how Halloween is celebrated. Followed by fancy dress and traditional games, such as apple bobbing. Decorating for Halloween. <p><u>Diwali</u></p> <ul style="list-style-type: none"> -Begin to discuss the ‘Festival of Light’ and showing awareness of children celebrating special occasions, to themselves. -Explore different ways to celebrate Diwali. -Light candles as mark of respect. <p><u>Christmas</u></p> <ul style="list-style-type: none"> -Listen to the story of Christmas and how Christians celebrate Christmas. - Discussion of different religions, e.g. Christianity, Muslim, etc. -Say what we enjoy about Christmas. 	<p><u>Lunar New Year</u></p> <ul style="list-style-type: none"> -Children to take part in a celebration for the Lunar New Year. -Begin to talk about how the Lunar new year is celebrated. -Show some understanding that families have different celebrations, in comparison to their own. -Listen to the story of the Lunar New Year. <p><u>Rhyme Time Challenge</u></p> <ul style="list-style-type: none"> -Children to celebrate others that are bilingual and to participate in singing a Nursery Rhyme in a different language. -Inviting parents to participate in the Rhyme Time Concert, celebrating diversity and promoting inclusion within the community. 	<p><u>Easter</u></p> <ul style="list-style-type: none"> -Children to listen to the story of Easter. Children will begin to show awareness that celebrate different celebrations. -Participate in an Easter egg hunt. Listen to the reason Easter eggs are use and make some comparisons/similarities of lent/fasting. <p><u>Ramadan</u></p> <ul style="list-style-type: none"> -Draw upon past experiences of Ramadan within their own home. -Discuss how Ramadan is celebrated. -Understand that different people, have different celebrations. <p><u>Pancake Day</u></p> <ul style="list-style-type: none"> -Listen to stories about Lent and people giving things up and say something that we might give up for Lent. -Explain why it might be good to give this thing up, such as to appreciate what we have. 	<p><u>Camping</u></p> <ul style="list-style-type: none"> -Children to work together to create dens, in the outside area. -Display an interest in different ways of life indoors and outdoors. -Show some understanding of the differences to outdoor and indoor living: electric, fire. -Experience ‘camping’ and roast a marshmallow on the woodland firepit. 	<p><u>Where Will I Go?</u></p> <ul style="list-style-type: none"> -Children to show some awareness that there are different countries within the world. -Reflect on holidays/places that they may have visited previously. -Display an interest in different occupations, such as a flight attendant, travel agent. <p><u>Colour Monster Starts School – Transitional Unit</u></p> <ul style="list-style-type: none"> -Identify different feelings by name. Describe why and how feelings may be felt. For example, angry when they can’t do something. -Role play different emotions. -Say what they like about Nursery and discuss what they are looking forward to in Reception.

		<p>-Name teachers by their name "Miss, Mr, Mrs"</p> <p>-Raising aspirations by beginning to name different occupations, such as those above.</p> <p>-Understand the role of people who help us by questioning and showing an interest.</p>	<p>- Occupations, shop keeper with Christmas shop role play.</p> <p><u>Birthdays</u></p> <p>-Discussions of how birthdays are celebrated in the individual child's home. How do they celebrate their birthday, in comparison to others.</p>				
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The Natural World	<p><u>Seasonal Change: Summer > Autumn</u></p> <ul style="list-style-type: none"> -Participate in a nature walk. Identifying their senses: what can you see, hear, smell, feel? -Understand the change in temperature’s effect on us: children to understand what clothing needs to be worn dependent on the season -Brief description of the differences between Summer and Autumn. Name key features, sunny, cooler, leaves start to fall and change colour. -Predict how the weather might start to change with the season 	<p><u>Seasonal Change: Autumn</u></p> <ul style="list-style-type: none"> -Nature walk, with observations using the 5 senses. Children to explore how the leaves have changed by moving in different ways, stamping, tromping. -Make observational comments about the changes in the natural environment. Such as the changes in colour, texture of the leaves. -Know that in Autumn, leaves begin to fall from the trees and begin to describe changes in weather – colder, temperature, animals begin to hibernate. - The Gruffalo’s child, identify seasonal changes throughout the story and how clothing has changed within. <p><u>Changing States: Decay</u></p> <ul style="list-style-type: none"> - Pumpkin Jack story, plant leftover pumpkins from Halloween. -See plants and fruit in their final stages of their life cycle -Identify the basic necessities when caring for plants: water, soil, space, sunlight - Observe the changes of the pumpkin and describe. Mouldy, squishy, soft. 	<p><u>Around the World: China</u></p> <ul style="list-style-type: none"> -Talk about what they see -Explore some simple maps, discuss distance and travel. -Beginning to understand some similarities and differences between our country and China. <p><u>Ice- changing matters</u></p> <ul style="list-style-type: none"> -Observe changes in the natural outdoor environment -Begin to name the 4 seasons -Make simple observations and comparisons, cold, full of snow, no grass etc. - Explore changing states of matter: Ice. By taking part in an experiment to freeze water. Explain what change has occurred and how it feels. Experiment by changing how fast something melts, adding hot water, putting the ice outdoors. -Make predictions for an experiment. 	<p><u>Farm/Zoo Animals</u></p> <ul style="list-style-type: none"> -Name farm and zoo animals. -Understanding the importance of safely handling animals. -Know how to care for animals. -Display awareness of why it is important to take care of the animals. - Match the animal sounds with the correct animal. -Distinguish where animals live understand their habitats, farm, safari, sea. <p><u>Seasonal Change: Rain (Weather)</u></p> <ul style="list-style-type: none"> -Observe and identify the change in weather, throughout the day. (Windy, cloudy, raining.) -Know that we need additional clothes to keep dry: raincoats, wellies, umbrella. -Know what an umbrella does, with some key vocabulary (waterproof). -Compare the seasons, with support. <p><u>Class Pet</u></p> <ul style="list-style-type: none"> -Observe and name features of a guinea pig. -Understand basic needs of pets, feeding, exercise, water, space. 	<p><u>Insects</u></p> <ul style="list-style-type: none"> -Visit a wildlife area, discuss their habitat. Muddy, dark, grass. Examine microhabitats – leaves, logs. -Observe and name different animals in their natural habitat. <p><u>Forces: Magnets</u></p> <ul style="list-style-type: none"> -Explore magnets and magnetic items. -Find magnetic items in classroom environment. -Use metal detectors to locate magnets within the outdoor environment. -Sort items by properties: magnetic / non-magnetic. -Explain what happens when items are magnetised to each other. - Display some awareness of materials that are magnetic/not magnetic. <p><u>Seasonal Change: Summer</u></p> <ul style="list-style-type: none"> -Know which clothes are suitable in the summer. -Observe weather changes and describe what summer looks like. -Display an understanding about sun safety. <p><u>Eco Warriors</u></p> <ul style="list-style-type: none"> -Discuss the importance of keeping the environment clean. 	<p><u>Animals: Life Cycle</u></p> <ul style="list-style-type: none"> -Observe caterpillars/butterflies. -Talk about life cycle of caterpillars and describe the changes they encounter. -Know how to take care of caterpillars – cleaning, feeding, no touching. -Explain why we need to take care of the caterpillars. -Use specific vocabulary related to the life cycle, cocoons, egg, caterpillar. <p><u>Exploring Plants</u></p> <ul style="list-style-type: none"> -Plant some seeds, water and care for the seeds. -Observe and explore seeds, using a hands-on exploration. -Know about the life cycle of a seed. -Use language of awe: I wonder, I notice, I see... -Experiment with seeds in light and dark. <p><u>Forces: Floating / Sinking</u></p> <ul style="list-style-type: none"> -Play in water with different objects and materials. -Know that objects can float or sink. -Experiments with different objects in water. -Sort objects by float / sink properties. -Make a prediction.
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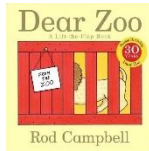
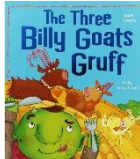
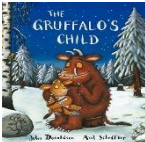
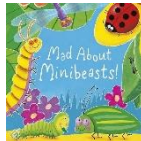
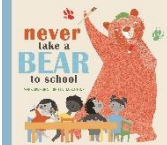
		<ul style="list-style-type: none"> - Predict what may happen next, once planted. -Name some features of a pumpkin, skin, seeds. <p><u>Light and Dark</u></p> <ul style="list-style-type: none"> -Explore the light and dark using torches, puppets, den building. Display some understanding of shadows. 		<ul style="list-style-type: none"> -Know how to safely handle animals. 	<ul style="list-style-type: none"> -Know that littering has an impact on the environment and animals within. -Begin to understand how to keep the environment safe and clean. (Litter picking, walking to school). 	
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Creating with Materials	<p><u>Understanding Materials for Purpose</u></p> <ul style="list-style-type: none"> -Children to explore the different creation stations within nursery and understand the purpose of the tools. Glue to stick, paint brush for painting, etc. -Identifying colours, experimenting with mixing. <p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> -Exploring new foods and textures, using different tools to manipulate fruits, vegetables. 	<p><u>Autumn – Life Printing</u></p> <ul style="list-style-type: none"> -Creating Autumn collages. Collect leaves and create collages inspired by artist Joyce Kanyuk. -Working on developing control with FMS when holding a paintbrush to spread glue/paint. -Select more appropriate colours: autumn palette -Mix own colours to make appropriate colours <p><u>Firework Pictures</u></p> <ul style="list-style-type: none"> -Use resources and tools for an effect and select appropriate colours to represent fireworks, bright. – Begin to explain colour choices and what has been made. - Chalk, glitter and glue firework night skies. <p><u>Rangoli Patterns</u></p> <ul style="list-style-type: none"> -Follow simple patterns, using different materials. Extend by making own ABAB patterns, using a range of different colours and materials. Manipulate different tools to create patterns, with increased control. 	<p><u>Creating Instruments</u></p> <ul style="list-style-type: none"> -Using ideas modelled, to create their own instruments. Using a cardboard box, rubber band. Exploring which sounds different materials make. <p><u>Lunar New Year</u></p> <ul style="list-style-type: none"> - Make and decorate a dragon’s head, parade around school. Manipulating different tools (scissors etc). - Explore and taste different foods. Prepare stir fry, noodles, spring rolls. Manipulate foods using knives, encouraging use of safety grip: bridge, claw hold. <p><u>3D Modelling: Snowman</u></p> <ul style="list-style-type: none"> -Select resources appropriately for task: buttons, matchsticks, pipe cleaner, playdough. -Children to develop FMS strength, by rolling and manipulating playdough into spheres to create their own snowmen. <p><u>Cooking: Pancakes</u></p> <ul style="list-style-type: none"> -Display some understanding that methods need to be followed to achieve desired outcome. 	<p><u>Enclosure Construction</u></p> <ul style="list-style-type: none"> -Children to use bricks to construct their own animal enclosure. -Use different materials freely, with a purpose. -Explore different shapes, for different purposes (triangle for the roof etc). <p><u>Cooking: Pancakes</u></p> <ul style="list-style-type: none"> -Listening to and following a method. Showing awareness that recipes are instructions to follow. -Pouring ingredients, observing changes. -Observing and participate in hygiene routines when preparing food. -Use a knife with increased control, to carefully spread ingredients. -Use juicer to squeeze lemon. <p><u>Eid Card</u></p> <ul style="list-style-type: none"> -Using a range of materials, to create cards for a special occasion. Following some instructions/methods when creating a specific design. 	<p><u>- Animals: Observational Drawings</u></p> <ul style="list-style-type: none"> -Draw simple freehand features of animals, including obvious features: wings, legs, arms, ears. -Add additional detail: face, eyes, wings. -Use colours with control, to shade in their picture. <p><u>Creating Obstacles</u></p> <ul style="list-style-type: none"> -Children to carefully construct with control large stacking blocks, to create different obstacles. -Use GMS to carry and move objects, to a desired place. 	<p><u>Scissor Control</u></p> <ul style="list-style-type: none"> -Children to identify different patterns. -Show an increased control and accuracy when using scissors. Follow a guide when using scissors, such as a straight, wiggly, curved line. <p><u>Butterfly Printing – Pattern</u></p> <ul style="list-style-type: none"> -Name primary and secondary colours. -Experiment with colour mixing and name new colour made. -Select printing tools by shape. -Make a simple pattern. -Select appropriate colours for task. -Understand about symmetry as a pattern and describe it.

Being Imaginative and Expressive		<p><u>Celebratory Cards</u></p> <p>-Using a range of materials, to create cards for special occasions. Creating a design with purpose, such as, drawing a Christmas tree for a Christmas card. Following some instructions/methods when creating a specific design.</p>	<p>-Children to follow instructions, such as pouring and weighing ingredients, using a scale.</p> <p>-Understand hygiene routines when preparing food and explain the importance.</p>			
	<p><u>Harvest Festival</u></p> <p>-Learn Harvest Festival hymns, exploring new rhythms and identifying different sounds: loud, quiet, squeaky, deep.</p> <p><u>Role Play Opportunities</u></p> <p>-Children to access the home corner and different costumes within. Imitate scenarios from their own experiences at home, cooking, cleaning, siblings.</p> <p>-Police and firefighters role play. Express their aspirations ‘when I grow up’</p>	<p><u>Occasion Dancing</u></p> <p>-Listening to and exploring different multicultural music. Children to observe dancing from a range of cultures and explore different movements with their bodies, along to the rhythm of the music.</p> <p><u>Christmas Concert</u></p> <p>-Children will learn new Christmas songs and participate with key actions.</p> <p>-Use instruments to tap out a rhythm to the Christmas carols they have learnt.</p>	<p><u>Nursery Rhymes</u></p> <p>-Innovate Nursery Rhymes, by emphasising sounds that may be made. ‘Humpty Dumpty had a great fall, boo-hoo.’</p> <p>-Join in with actions to familiar Nursery Rhymes and create own actions.</p> <p>-Explore different movements with their bodies and dance along to the rhythm of the nursery rhymes.</p> <p>-Create their own songs.</p> <p><u>Chinese New Year</u></p> <p>-Move in different ways to different music.</p> <p>-Dance and participate in a dragon parade, with instruments and gross motor movements.</p>	<p><u>Animals: Zoo</u></p> <p>-Make voice sounds of different zoo animals.</p> <p>-Listen to different types of music from different areas of the world (Giraffes Can’t Dance).</p> <p>-Explore dance movements in different ways, waltz, tango, etc.</p> <p><u>Old McDonald</u></p> <p>-Join in with a familiar Nursery Rhyme. Naming different animals and their noises.</p> <p>-Adjusting volume and sound dependent on the animal. (Squeaky for a chicken, deep for a dog).</p> <p>-Sing songs clearly, using correct words that have been learned.</p>	<p><u>We’re Going on a Bear Hunt</u></p> <p>-Retell and act out a familiar story, using props to support.</p> <p>-Join in with repeated phrases.</p> <p>-Create their own innovative endings to a story, such as the bear making friends with the family.</p> <p>-Use specific vocabulary relating to the story.</p> <p><u>Positional Language</u></p> <p>-Children to use some positional language, when using the obstacle courses.</p> <p>-Children to use simple instructions, to instruct their peers. “Go over the bridge, in the tunnel.”</p>	<p><u>Story Retell: The Very Hungry Caterpillar</u></p> <p>-Join in with repeated refrains.</p> <p>-Follow story without picture or props.</p> <p>-Use props to retell parts of a story or act them out.</p> <p>-Use specific vocabulary relating to story.</p> <p>-Learn and join in with the Caterpillar song, including actions.</p> <p>-Children to use instruments, alongside nursery rhymes with rhythm.</p>

Westbourne Primary School Nursery LTP 2023/2024

Year Group: Nursery – 3-4 Years

Visits (inc. 1 per half-term local visit)		Pantomime Visits	Trip to the local library to join in with the rhyme time challenge			
Visitors	Police officer Stay and play: parent visitors (cooking, mehndi)	Santa	Parents to join for the rhyme time challenge Adam Bushnell		African Snails	Butterflies
Additional Enrichment	Forest School Lesson- team building		Forest School- Creating sound with natural materials		Forest School- Scavenger Hunt	
Literacy Focus Text	Week 1 and 2	Week 1 and 2	Week 1 and 2	Week 1 and 2	Week 1 and 2	Week 1 and 2
	The Colour Monster 	Pumpkin Jack 	Winter in the Forest 	Dear Zoo 	We're Going on a Bear Hunt 	The Very Hungry Caterpillar 
	Week 3 and 4	Week 3 and 4	Week 3 and 4	Week 3 and 4	Week 3 and 4	Week 3 and 4
	Find Your Happy 	The Best Diwali Ever 	The Three Billy Goats Gruff 	Thank You for Looking After Our Pets 	Twist and Bop: Minibeast Hop! 	Ruby's Worry 
	Week 5 and 6	Week 5 and 6	Week 5 and 6	Week 5 and 6	Week 5 and 6	Week 5 and 6
	What Makes Me a Me? 	The Gruffalo's Child 	Little Red Riding Hood 	What the Ladybird Heard 	Mad About Minibeasts 	Never Take a Bear to School 

Week 7 and 8		Week 7 and 8		Week 7 and 8		Week 7 and 8		Week 7 and 8			
Fantastic Families 		The Christmas Star 		Lunar New Year Around the World 		We're Going on an Egg Hunt 		Nature Trail 		First Day at Bug School 	
Autumn				Spring				Summer			
											
											
											

Core Stories
(Reading Spine)