
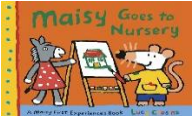
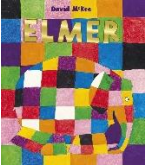

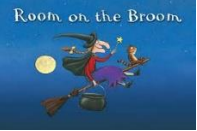



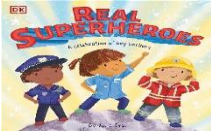
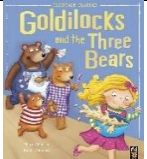



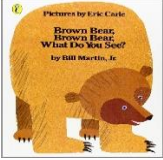
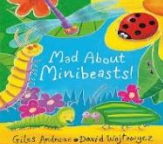

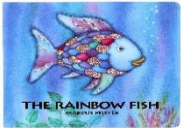
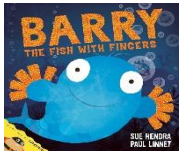


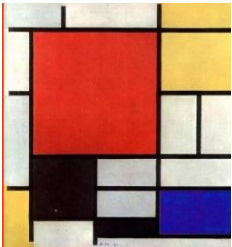







Turncroft Nursery School

Long Term Plan 2024-2025

Our curriculum follows the interests, fascinations and current needs of our children so may change as needs arise

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's Good to be Me!	Let's Celebrate	Superhero's	Traditional Tales	In the dark, dark woods	Sea Explorers
Core Texts	  	  	  	  	  	  
Core Rhymes	Heads, shoulders, knees and toes Baa Baa lack sheep Jack and Jill	Twinkle, twinkle little star Hey diddle diddle Humpty Dumpty	The wheels on the bus Miss Polly had a dolly The Grand Old Duke of York	Ten in a bed I'm a little teapot London Bridge	Mary, Mary Quite Contrary Little Miss Muffet Incy Wincy Spider	1,2,3,4,5, once I caught a fish alive Row, row, row your boat Old MacDonald
Possible lines of enquiry	All about me My family Birthdays	Seasonal changes Autumn/Winter	Real life superheroes	Seasonal changes Spring	Life cycles planting and growing, butterfly life cycle	Visitors from the local community Seasons- summer

	Rules and routines Feelings					
Experiences	Starting nursery Grandparents Day 6 th October Diwali 31st October	Nursery rhyme week (November) Bonfire night Bedtime stories night Christmas Trail Day Nativity performance Christmas party	Day of love (14 th February) Visitors from a variety of occupations	Pancake Day 4 th March World Book Day 6 th March Eid-al-Fitr 30/31 st March Mother's Day event 30 th March Easter	Sports Day Visit from minibeast farm	Eid -al Adha 6 th June Father's Day event 16 th June Pirate Party Graduation Transition Sealife visit Walk in the local community
Parental Involvement	Grandparents' Day	Christmas Trail Nativity Parents meeting	Sponsored event	Mothers Day event Parents meeting	Sports Day	Reports sent home Transition Graduation
Artist Links	Modrian Primary Colours 	Jackson Pollock Firework 	Kandinsky Circles 	Andy Goldworthy Natural art 	Henri Matisse Snail 	John Kindness Sculptor Fish 
Other linked texts	Lu Lu loves nursery Colour monster Dogger Books related to different feelings	Seasonal texts Stick Man Christmas and Nativity linked	Books about different occupations Books about love	Easter story Seasonal texts Mr Wolf's Pancakes	Jack and the Beanstalk The Tiny Seed Jaspers Beanstalk	Seasonal texts Commotion in the Ocean Seaside poems

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's Good to be Me!	Let's Celebrate	Superhero's	Traditional Tales	In the dark, dark woods	Sea Explorers
Personal, social and Emotional PSED Knowledge	I know the rules in nursery and I am beginning to follow them I know how I am feeling and can talk about this I know how to find resources and ask for help if I need it	I know how to play with others -sharing ideas I know I feel safe in nursery and will talk/play with unfamiliar people I know how to share and take turns	I know the rules and routines in nursery I know how to be more comfortable in new situations as I feel safe	I know how to talk to others to solve a problem I am beginning to know how someone is feeling – sad, happy, scared	I know how to be assertive in the correct manner I know how to find a solution to a conflict or rivalry	I know that I am a member of a community- nursery, family, Darwen, squirrels
Development Matters links and School Readiness	Increasingly follow rules understanding why they are important Talk about their feelings using words like, happy, sad, scared, angry Select and use activities and resources with help when needed	Become more outgoing with unfamiliar people in the safe context of their setting Play with one or more children, extending and elaborating play ideas	Remember rules without needing an adult to remind me Show more confidence in new social situations	Talk with others to solve conflicts Understand gradually how others may be feeling	Find solutions to conflicts and rivalries Develop appropriate ways of being assertive	Develop their sense of responsibility and membership of a community
Vocabulary						
Communication and Language Knowledge	I know how to pronounce sound accurately I know how to communicate, sometimes struggling with irregular tenses	I know how to answer a question with two parts I know how to follow a two part instruction I know how to concentrate on more than one thing at a time	I know a variety of songs and can sing them I know how to speak in longer sentences of 4-6 words I know and can listen to longer stories and remember what happens	I know vocabulary linked to a variety of topics I have explored I know how to answer 'why' questions I know how to take part in conversations many times	I know how to organise my play and myself I know lots of rhymes I know how to tell a long story I know some familiar stories	I know my point of view on a topic and can explain this to others even when they disagree
Development Matters links and School Readiness	Develop their pronunciation but may have problems with some sounds; r,j,th,ch,sh Develop communication sometimes having problems with irregular tenses	Pay attention to more than one thing at a time, which can be difficult Understand a question or instruction that has two parts	Sing a large repertoire of songs Enjoy listening to longer stories and can remember much of what happens Use longer sentences of 4-6 words	Use a wider range of vocabulary Understand 'why' questions Can start a conversation with an adult or a friend and continue it for many turns	Use talk to organise themselves and their play Know many rhymes, be able to talk about familiar books and be able to tell a long story	Be able to express a point of view and debate when they disagree with an adult or a friend

Vocabulary						
Physical Development Knowledge	I know how to make snips in paper I know how to use large movements to paint, wave, swirl	I know how to skip, hop, stand on one leg I know how to work with a friend I know how to go up and down steps safely I know how to use scissors to cut a straight line	I know how to keep my balance I know how to use the toilet independently I know how to get dressed and undressed I know how to fasten my coat I know how to cut along a wavy line	I know how to select resources to follow my plan I know how to cut along a wavy line	I know which is my preferred hand I know how to throw, kick and catch a large ball I know how to cut around a shape I know some healthy choices	I know what my comfortable grip is when mark making I know how to make my own games and play them I know how to cut around a shape
Development Matters links and School Readiness	Use one handed tools and equipment Use large muscle movements to wave flags, streamers, paint	Go up steps and stairs or apparatus using alternative feet Skip, hop, stand on one leg and hold a pose Collaborate with others to move objects Scissor skills cutting along a straight line Use one handed tools and equipment	Continue to develop movement and balancing, riding and ball skills Be increasingly independent as they get dressed, undressed, fasten coats and go to the toilet	Choose the right resources to carry out a plan Match their developing physical skills to tasks and activities Use one handed tools and equipment	Use one handed tools and equipment Show a preference for a dominant hand Make healthy choices Increasingly able to use and remember sequences and patterns of movement with music and rhythm	Use one handed tools and equipment Use a comfortable grip with good control Take part in activities they make up for themselves
Vocabulary						
Literacy Knowledge	I know print goes from left to right and top to bottom I know print has meaning I know how to talk about stories	I know that pages go in order I know a book has a front and back cover	I know a book has a title I know how to talk about books and use new vocabulary I know how to write some letters accurately	I know a book has an author and what they do I know how to use my knowledge of letters in my early writing I know how to write some letters accurately	I know a book has an illustrator and what they do	I know some parts of a book I know how to write some or all of my name
Development Matters links and School Readiness	Engage in extended conversations about stories learning new vocabulary Know that print has meaning and is read left to right, top to bottom	Sequence of pages Know where the front and back cover of a book is	Use some of their print and letter knowledge in their early writing			Write some or all of their name
			Develop their phonological awareness so they can: Spot and suggest rhyme Count or clap syllables in a word			

			Recognise words with the same initial sound			
	<p>Understand the five key concepts about print:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English from left to right, top to bottom</p> <p>The names of different parts of a book</p> <p>Page sequencing</p>					
Vocabulary						
Phonics	Aspect 1 Environmental sounds: Tuning into sounds Aspect 2 Instrumental sounds: Tuning into sounds Aspect 3 Body percussion: Tuning into sounds Action rhymes	Aspect 1 Environmental sounds Aspect 2 Instrumental sounds Aspect 3 Body percussion Strands-Listening and remembering sounds, Talking about sounds Using instruments	Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Tuning into sounds Listening and remembering sounds Rhyming Stories	Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Tuning into sounds Listening and remembering sounds Talking about sounds Tongue twisters Keeping a steady beat	Aspect 6 Voice sounds Aspect 7 oral segmenting and blending Tuning into sounds Listening and remembering sounds	Aspect 6 Voice sounds Aspect 7 oral segmenting and blending Listening and remembering sounds Talking about sounds
Mathematics Knowledge	I know a variety of colours and can match and sort them I know how to talk about objects relating to size I know some 2D shapes and can talk about them	I know how to recognise 3 objects without counting-subitising I know how to say one number for each in order 1,2,3,4,5 I know and can show finger numbers to 5 I know the last number reached is the total I know how to extend create ABAB patterns and correct an error	I know how to say numbers in order 1,2,3,4,5 I know and can show finger numbers to 5 I know some 2D and 3D shapes and can talk about them I know how to recognise 3 objects without counting- subitising	I know how to recite past 5 I know the last number reached is the total I know some amounts and can match them to the correct numeral I know and can compare objects- size, weight, length, capacity	I know how to talk about a sequence of events- first, then I know position words and can follow these I know how to compare quantities, more than, fewer than I know 2D and 3D shapes and can talk about them	I know how to recite numbers past 5 I know the last number reached is the total I know how to solve real world problems to 5
Development Matters links and School Readiness	Explore colour and sort, categorise and match Make comparisons between objects relating to size Complete inset puzzles Compare sizes, bigger, smaller	Develop fast recognition of upto 3 objects without counting-subitising Say one number for each item in order 1,2,3,4,5 Show finger numbers	Develop fast recognition of upto 3 objects without counting-subitising Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of	Know that the last number reached when counting a small set of objects tells you how many there are in total-cardinal principle Recite numbers past 5	Begin to describe a sequence of events, first, next, then Understand position through words alone Compare quantities- more than, less than	Recite numbers past 5 Know that the last number reached when counting a small set of objects tells you how many there are in total-cardinal principle

	Talk about and explore 2D shapes using informal and mathematical language		objects tells you how many there are in total-cardinal principle Link numerals to amounts Experiment with own symbols and marks as well as numerals Talk about and explore 2D and 3D shapes using mathematical and informal language	Link numerals to amounts Make comparisons between objects relating to size, length, weight and capacity	Talk about and explore 2D and 3D shapes using mathematical and informal language	Link numerals and amounts Solve real world problems with numbers to 5
Maths Rhymes linked	1,2,3,4,5, once I caught a fish alive 1 potato 5 little speckled frogs 5 little ducks 5 currant buns 5 sausages	1 finger, 1 thumb 1, 2 Buckle my shoe 2 little dickie birds Head, shoulders, knees and toes Zoom, zoom, zoom	Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the camel	Sing a song of sixpence When Goldilocks came to the house of the bears I'm a little bean 5 cheeky monkeys swinging in the trees	One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples	5 little men in a flying saucer Humpty Dumpty One elephant went out to play Ring a roses London Bridge is falling down
Understanding the World Knowledge	I know how old I am I know who is in my family and I can talk about them I know how to use my senses when exploring materials	I know some different materials I know and can talk about how materials change	I know and can talk about forces that I feel- magnets, pushing and pulling I know about some different jobs I know that we are not all the same	I know and can talk about different materials using a variety of words	I know how to plant and take care of plants I know the features of a lifecycle- plant/butterfly I know how to care for the world around me	I know that there are different countries in the world I know some differences about some countries
Development Matters links and School Readiness	Begin to make sense of their own life story and family history Use all of their senses in hands on exploration of natural materials Lifecycles- human- how old am I?	Talk about the differences between materials and changes that they notice Explore how things work	Explore and talk about forces they can feel Show an interest in different occupations Continue developing positive attitudes about differences between people	Explore collections of materials with similar and different properties Talk about what they see using a wide range of vocabulary	Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and all living things Understand the features of a life cycle plant/butterfly	Know that there are different countries in the world and talk about the differences Explore how things work
Expressive Arts and Design	I know how to show emotions-sad, happy etc through my art	I know how to talk about what I see and hear	I know and can remember entire songs	I know there are different materials and can explore using them	I know how to add detail to my drawings	I know how to make my own songs using those I know

<p>Knowledge</p>	<p>I know how to play and use different objects to represent something in my play</p>	<p>I know how to play instruments with increasing control- including those I have made I know how to sing some familiar songs</p>	<p>I know how to listen carefully to sounds I know how to draw closed shapes with continuous lines to represent objects I know how to print with different shapes</p>	<p>I know how to use small world to make up my own stories</p>	<p>I know how to join materials and use different textures I know how to create and build in small world</p>	<p>I know my own ideas and can try them out using different materials- masks, clay, Modroc linked to sculptor John Kindness</p>
<p>Development Matters links and School Readiness</p>	<p>Show different emotions in their drawing and painting Experiment with colour mixing, paint with different parts of the body Take part in simple pretend play, using an object to represent something else</p>	<p>Use drawings to represent ideas like movement and loud noises- linked to artist Respond to what they see and hear expressing their thoughts and feelings Sing the melodic shape of familiar songs</p>	<p>Remember and sing entire songs Listen with increased attention to sounds Create closed shapes with continuous lines- use these to represent objects</p>	<p>Sing the pitch of a tone sung by another person- pitch match Explore materials freely to develop their ideas about how to use them and what to make- link to artist Andy Goldsworthy natural materials Begin to develop complex stories using small world</p>	<p>Draw with increasing complexity and detail Join different materials and explore different textures Make imaginative and complex small worlds with blocks and construction sets</p>	<p>Create their own songs or improvise a song around one they know Develop own ideas and then decide which materials to use to express them</p>