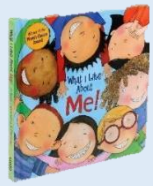
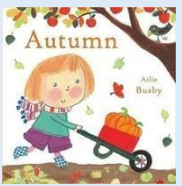
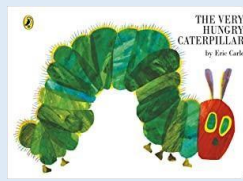
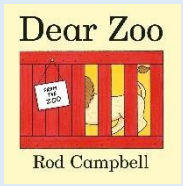


Lee Mount Academy's curriculum long term plan

Bobbins Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous me	Autumn	Traditional Tales Winter	Growing and changing Spring	Claws and paws	At the seaside Summer
						
	A What I like about me! (Allia Zobel-Nolan) The family book (Todd Parr) Colour me happy (Shen Roberts) B Marvellous me: inside and out (Lisa Bullard) Families (Pat-a-cake) Children like me (Pat-a-cake)	A Autumn (Ailie Busby) The leaf thief (Alice Hemmingway) I'm a little pumpkin (Hannah Eliot) B Little Acorn (Igloo books) That's not my hedgehog (Fiona Watt) Happy Pumpkin (DK)	A Little Red hen Little Red Riding Hood The Ugly Duckling B 3 Little Pigs 3 Billy Goats Gruff The Enormous Turnip	A The very hungry caterpillar (Eric Carle) Grow it (Georgie Birkett) When Spring comes (Kevin Henkes) B Titch (Pat Hutchins) Jasper's Beanstalk (Nick Butterworth) Spring (Ailie Busby)	A What do the animals say (Books for little ones) Dear Zoo! (Rod Campbell) The star of the zoo (Virginie Zurcher) B On the farm (Jill Macdonald) Who's at the zoo? (Julia Donaldson) Oh dear! (Rod Campbell)	A Commotion in the Ocean (Giles Andreae) Wave (Suzy Lee) Summer (Ailie Busby) B A hole in the bottom of the sea (Jessica Law) Little Kipper's Sandcastle (Mick Inkpen) The wonders of Summer (Kealy Conner Lonning)
Nursery Rhymes	One, two, three, four, five, once I caught a fish alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 little ducks went swimming one day 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 Christmas songs	Three blind mice Three little kittens 5 Snowmen 4 teddy bears 5 fingers Alice the camel	Sing a song of six pence I'm a little bean 5 cheeky monkey's swinging through the trees When Goldilocks went to the house of the bears	5 little men in a flying saucer Humpty Dumpty sat on a wall One elephant went out to play Ring-a roses London bridge is falling down	One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples
Parental Engagement	Stay and Play	Christmas Singing	Chinese New Year	Parents evening Stay and play	Reading Workshop	Stay and play
WOW moment / Trips	Autumn Trail Shroggs park	Christmas Show		Chicks / Ducks World Book Day Spring Trail Shroggs Park	Mini Abels petting farm Walk in our local area	Summer Trail Shroggs park
Characteristics of effective learning will be prompted continuously throughout the year. These are playing and exploring - children investigate and experience things and “have a go”, active learning ; children concentrate and keep on trying if they encounter difficulties, and enjoy achievements, Creating and thinking critically ; children have develop their own ideas, make links between ideas, and develop strategies for doing things.						

Communication & language	<u>0-3 Years</u> Turn towards familiar sounds. They also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or parent Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods Watch someone’s face as they talk Copy what adults do, taking “turns” in conversations (through babbling) and activities. Try to copy adult speech and lip movements Enjoy singing, music and toys that make sounds Recognise and are calmed by a familiar and friendly voice Listen and respond to a simple instruction Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling) Babble, sounds like baba or mamama Use gestures like waving and pointing to communicate Reach or point to something they want while making sounds Copy your gestures and words Constantly babble and use single words during play Use intonation, pitch and changing volume when talking Understand single words in context – “cup”, “milk”,“ daddy” Understand frequently used words such as “all gone”, “no”, and “bye bye” Understand simple instructions like “give to nanny”, “stop” Recognise and point to objects if asked about them.
	Generally, focus on an activity of their own choice and find it difficult to be directed by an adult Listen to other people’s talk with interest but can easily be distracted by other things Make themselves understood and can become frustrated when they cannot Start to say how they are feeling, using words as well as actions Start to develop conversations, often jumping from topic to topic Develop pretend play “putting the baby to sleep” etc Use the speech sounds p,b,m,w Pronounce l/r/w/y, s/sh/ch/dz/j and multisyllabic words. Listen to simple stories and understand what is happening, with the help of pictures. Identify familiar objects Understand And act on longer sentences Understand simple questions about who, what and where <u>3-4 Years</u> Enjoy listening to longer stories and can remember much of what happens Pay attention to more than one thing at a time (executive functioning), which can be difficult Use a wide range of vocabulary Understand a question or instruction that has two parts Understand why questions Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books and be able to tell a long story Continue to develop their communication and pronunciation Use longer sentences of about 4/6 words Be able to express their point of view and to debate whether they agree or disagree with an adult or peer using words and actions Start a conversation with and adult or peer and continue to take it in turns Use talk to organise themselves and their play
Personal, social and emotional	<u>0-3 Years</u> Find ways to calm themselves, through being calmed and comforted by their key person Establish their sense of self Express preferences and decisions. Try new things and start to develop their autonomy Engage with others through gestures, gaze and talk Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink Find ways of managing transition, for example from their parent to the members of staff Thrive as they develop self-assurance Learn to use the toilet with help and then independently

	3-4 Years 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 Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly Make healthy choices about food, drink, activity and toothbrushing
Physical development	0-3 Years Lift their head while lying on their front Push their chest up with straight arms Roll over: from front to back, then back to front Enjoy moving when outdoors and inside Sit without support Begin to crawl in different ways and directions Pull themselves upright and bouncing in preparation for walking Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking Clap and stamp to music Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them Enjoy starting to kick, throw and catch balls Begin to walk independently – choosing appropriate props to support at first Walk, run, jump and climb – and start to use the stairs independently
	Build independently with a range of appropriate resources Spin, roll and independently use ropes and swings Sit on a push-along wheeled toy, use a scooter or ride a tricycle Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress Start eating independently and learning how to use a knife and fork Develop manipulation and control Explore different materials and tools
	3-4 Years Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Go up steps and stairs, or climb up apparatus, using alternate feet Skip, hop, stand on one leg and hold a pose for a game like musical statue Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm 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. 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 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

Literacy	0-3 Years Enjoy songs and rhymes, tuning in and paying attention Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Say some of the words in songs and rhymes. Copy finger movements and other gestures Sing songs and say rhymes independently, for example, singing whilst playing Enjoy sharing books with an adult Pay attention and respond to the pictures or the words Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Repeat words and phrases from familiar stories Ask questions about the book Make comments and shares their own ideas Develop play around favourite stories using props Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo Enjoy drawing freely Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name					
	3-4 Years Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary 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; writing ‘m’ for mummy Write some or all their name Write some letters accurately					
Phonics	ELS Phase 1 Environmental sounds Body Percussion Instrumental sounds Rhythm and rhyme Alliteration Voice sounds	ELS Phase 1 Environmental sounds Body Percussion Instrumental sounds Rhythm and rhyme Alliteration Voice sounds	ELS Phase 2 introduction to Phase 2 Week 1-s Week 2- a Week 3- t Week 4- p Week 5- i Week 6 -n • Oral blending linked to the phoneme. • Introduction of the GPC and support for what the children can be asked to do. • Alliteration linked to the flashcard image. • Rhymes linked to the flashcard image. • Questions and activities linked to the flashcard image/phoneme.	ELS Phase 2 introduction to Phase 2 Week 1-m Week 2- d Week 3- g Week 4- o Week 5- c Week 6 -k • Oral blending linked to the phoneme. • Introduction of the GPC and support for what the children can be asked to do. • Alliteration linked to the flashcard image. • Rhymes linked to the flashcard image. • Questions and activities linked to the flashcard image/phoneme.	ELS Phase 2 introduction to Phase 2 Week 1- e Week 2- u Week 3- r Week 4- h Week 5- b Week 6 -f Week 7- l • Oral blending linked to the phoneme. • Introduction of the GPC and support for what the children can be asked to do. • Alliteration linked to the flashcard image. • Rhymes linked to the flashcard image. • Questions and activities linked to the flashcard image/phoneme.	ELS Phase 2 introduction to Phase 2 Week 1- j Week 2- v Week 3- w Week 4- x Week 5- y Week 6 -z Week 7- qu • Oral blending linked to the phoneme. • Introduction of the GPC and support for what the children can be asked to do. • Alliteration linked to the flashcard image. • Rhymes linked to the flashcard image. • Questions and activities linked to the flashcard image/phoneme
Mathematics White Rose	Comparison 1- More than, fewer than, the same Shape, Space and measure 1- Explore and build with shapes and objects Pattern 1- Explore repeats Counting 1- Hear and say number names	Counting 2- Begin to order number names Subitising 1- I see 1,2,3 Pattern 2- Join in with repeats Shape, space and measure 2- Explore position and space	Subitising 2- Show me 1,2,3, Counting 3- Move and label 1,2,3, Shape, space and measure 3- Explore position and routes Pattern 3- Explore patterns	Counting 4- Take and give 1,2,3, Shape, space and measure 4- Match, talk, push and pull Subitising 3- talk about dots Composition 2- Compare and sort collections	Pattern 4- lead on own repeats Shape, space and measure 5- start to puzzle (could be done as starter activities) Patterns 5- Making patterns together Subitising 4- Make games and actions Counting 5- Show me 5	Pattern 6- My own pattern Counting 6- Stop at 1,2,3,4,5, Comparison 2- match, sort and compare
Mathematics	0-3 Years Combine objects like stacking blocks and cups Put objects inside others and take them out again Take part in finger rhymes with numbers React to changes of amount in a group of up to three items Compare amounts, saying ‘lots’, ‘more’ or ‘same’ Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’ Climb and squeeze themselves into different types of spaces					
	Build with a range of resources Complete inset puzzles Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’ Notice patterns and arrange things in patterns					

	3-4 Years Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’) Recite numbers past 5 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 objects tells you how many there are in total (‘cardinal principle’) Show ‘finger numbers’ up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5 Compare quantities using language: ‘more than’, ‘fewer than’. 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’ Understand position through words alone – for example, “The bag is under the table,” – with no pointing Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’ Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc Combine shapes to make new ones – an arch, a bigger triangle, etc Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’					
Key Festivals	Harvest festival	Halloween Bonfire night Remembrance day Diwali Christmas	Chinese New Year Shrove Tuesday (pancake day) Holi Mothering Sunday Easter		Eid-ul-Fitr	Eid-ul-Adha Fathers Day
Understanding the world	0-3 Years Repeat actions that have an effect Explore materials with different properties Explore natural materials, indoors and outside Explore and respond to different natural phenomena in their setting and on trips Make connections between the features of their family and other families Notice differences between people					
	3-4 Years Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family’s history Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos					

Expressive Art and Design

0-3 Years

- Show attention to sounds and music
- Respond emotionally and physically to music when it changes Move and dance to music
- Anticipate phrases and actions in rhymes and songs, like ‘Peepo’
- Explore their voices and enjoy making sounds
- Join in with songs and rhymes, making some sounds
- Make rhythmical and repetitive sounds
- Explore a range of soundmakers and instruments and play them in different ways
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face Start to make marks intentionally
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’
- 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 Explore different materials, using all their senses to investigate them
- Manipulate and play with different materials
- Use their imagination as they consider what they can do with different materials Make simple models which express their ideas

3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc
- Explore colour and colour mixing
- Show different emotions in their drawings – happiness, sadness, fear, etc Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs
- Sing the pitch of a tone sung by another person (‘pitch match’)
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas