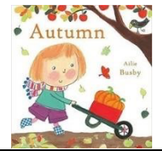
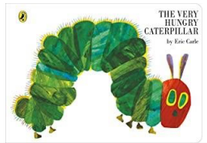
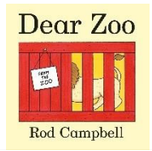
Lee Mount Academy - Nursery
Curriculum Long Term Plan 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me	Autumn	Traditional Tales Winter	Growing and changing Spring	Claws and paws	At the seaside Summer
Topics						
Texts	**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	**Play and Exploring** Children investigate and experience things and have a go.		**Active Learning** Children concentrate, keep trying when they encounter difficulties, and enjoy their achievements.		**Creating & Thinking Critically** Children develop their own ideas, make links between ideas, and develop strategies for doing things.	

Communication & language	**0-3 Years** • 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	**3-4 Years** • 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 & emotional	**0-3 Years** • 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

Physical Development	**0-3 years** • 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 • 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	**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