**Curriculum Plan** Wider Experiences

**3 Year olds**

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|  | **Theme** | **Key Knowledge & Activities** | **Core Books** | **Core Vocabulary** | **Visitors / Experiences in Nursery** | **Visits out of Nursery** | **Keeping Safe Focus** | **Children’s Rights** |
| Autumn Term 1 | Autumn &  Me and My Family | Things I like to do at home and nursery e.g. ride on the bikes  Who lives in my home  The names of the children in my group at nursery  The nursery name and room names  I can talk about the autumn colours.  To learn new skills for Forest School.  To understand and follow the setting routine and rules. | Owl Babies  The Owl Who was afraid of the Dark  My Mum is Fantastic  My Dad is Brilliant  This is Our House  Goldilocks  Non – fiction text s- Autumn Colours | Language to describe what they can see – sky, sun, trees, leaves,  Language to describe themselves – tall, brown hair, brown eyes, two hands, “ I am ……..”  “ I have ……” | Autumn walk around our setting  Story Time with Parents ONS |  | Safety at Nursery:   * Clothes for forest school * Basic rules for forest school * Tidy up time rules * Sharing with others. | Right to a name & family  Art 7,8 & 9  Startwell initiative |
| Autumn Term 2 | Winter & Festivals | I know that we can celebrate different events  I can learn about bonfire night  I can explore colour and textures to create decorations  I can listen to sounds made by fireworks and begin to describe the noise and colours I can see.  I can experiment with sounds  I can follow a rhythm using different instruments – links with Diwali  Christmas links – I can sort objects into groups focusing on texture. | Nonfiction texts – Diwali, Christmas, birthdays,  Rama and Sita  One Snowy Night  Dear Santa  Norman The Slug Who Saved Christmas  The Gingerbread Man | Celebrate  Party  Special times  Happy times  Language to describe sounds associated with celebrations – loud, soft , fast ,slow  Language to describe textures: shiny, soft, hard, glittery, bright, dark  Answer questions such as “What is happening?” Children to describe events  Melting  Changing | Nursery Rhyme workshops with parents  Story time with parents FNS  Early Words Together (EWT)  Sessions with Sally – resident artist - FNS | Local walk linked to road safety – simple circuit. | Road Safety:  I know that roads are busy  I can hold a grownups hand  I need to wait until it is safe  Firework Safety:  Stand away from fireworks  Do not touch  Only look at fireworks  Talk to the adults – fireworks are noisy | Right to be safe  Art 19  Startwell initiative |
| Spring Term 1 | Traditional Tales & Rhymes | I can name rooms in my setting  I can talk to my friends  I can listen to longer stories  I can talk about different sizes  I can talk about events in stories  Using role play I can show what happens in a story and link to my own experiences | Goldilocks and The Three Bears – various versions including the song.  The Ginger Bread Man  The Three Billy Goats Gruff  Beware of the Bears  The Threee Little Pigs  Jaspers Beanstalk  Jack and the BeanStalk | Use the language of size – big small, huge, massive, tiny, little.  Use vocabulary to show what comes – next, after, then  (sequencing vocabulary )  Repetitive phases –  A …. That was huge  A …. That was small  A …..that was tiny |  |  | E-Safety:  Use electrical equipment carefully  Talk about what you are doing with an adult | Right to a home  Art 27  Startwell initiative |
| Spring Term 2 | Spring &  Keeping Healthy | Rainbow of fruit and veg  Planting different plants and seeds to grow our own vegetables.  To observe changes to the seeds and plants in the allotment  Explain basic needs of plants  Use role play to show understanding of stories and events  Begin to explore the mud kitchen  Use number language  I can talk about my favorite book | Handa’s Surprise  Titch  10 Little Seeds  The Tiny Seed by Eric Carle  One Mole Digging a Hole – Julia Donaldson ( number link) | Use basic terms for gardening tool s- rake, watering can, allotment , planters, hoe, rake, trowel, spade, fork  Counting – one to ten  Measuring language – longer , taller, shorter, smaller  I like  I can see  I can hear  I can touch  I can smell  I can taste  Describe where something is – in, out , on | Allotment times  Visits to Forest School  World Book Day 3rd March 2022 – dressing up  Seed growing competitions |  | Personal Safety:   * Only 1 person in each toilet * Tell a grown up when I need the toilet * Wash my hands * Flush the toilet | Right to health, clean water & food  Art 24  Startwell initiative |
| Summer Term 1 | Growth and Change | Looking after chicks / ducklings – food, water, warmth  Understand basic needs of the chicks  Growing potatoes – to care for the growing plants  To know the names of some healthy foods  To describe taste  To share preferences – likes and dislikes | A selection of non-fiction titles – life cycle series  Jack and The Beanstalk  Jody’s Beans  Oliver’s Vegetables  Where are My Chicks?  ( number link)  Creepy, Crawly Calypso | Chick, egg, hatch, warm, shell, hen  Water, warmth, food  Time – minute , day, month , year | A ‘mum’ to bring in a baby to show the children how to care.  Ladybirds, mini beasts  Playhouse Workshops |  | Safety at Nursery:  Washing my hands after touching any creatures.  Taking care of creatures outside | Right to an opinion  Art 12 & 13  Startwell initiative |
| Summer Term 2 | Summer &  On the Move | Moving in different way – hopping, dancing, climbing, obstacle courses  I can take risks in a safe environment  I can choose different ways to travel  The effect that exercise has on our bodies.  Understanding the importance of drinking water  I have met my Keyworker  I can use new names  I can visit my new setting/ room | Maisy Goes to Nursery  The Snail and the Whale  Grandma Goes to Market  Dazzling Diggers  Thomas The Tank Engine  Shark in the Park  The Train Journey | Positional language:  In  Under  On top  Over  Next to  Inside  Outside  Travel – verbs – running, walking, moving, crawling, skipping. Jumping  Keyworker  New  Change | Meetings new Keyworkers and viewing the new rooms  Transition workshops  Story times for parents | Sutton Park Picnic – on the move – focus on transport and journeys | Sun Safety:   * Selecting own hat and putting it on with some support * Adult to place sun cream in child’s hand to apply with some support   Begins to realise full sun makes them hot  Continue to drink when thirsty | Right to relax and play  Art 31  Startwell initiative |