**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 bikesWho lives in my homeThe names of the children in my group at nursery The nursery name and room namesI can talk about the autumn colours.To learn new skills for Forest School.To understand and follow the setting routine and rules.  | Owl BabiesThe Owl Who was afraid of the DarkMy Mum is FantasticMy 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 & familyArt 7,8 & 9Startwell 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 SitaOne Snowy Night Dear Santa Norman The Slug Who Saved Christmas The Gingerbread Man | Celebrate PartySpecial timesHappy timesLanguage to describe sounds associated with celebrations – loud, soft , fast ,slow Language to describe textures: shiny, soft, hard, glittery, bright, darkAnswer questions such as “What is happening?” Children to describe events MeltingChanging | Nursery Rhyme workshops with parents Story time with parents FNSEarly Words Together (EWT)Sessions with Sally – resident artist - FNS | Local walk linked to road safety – simple circuit.  | Road Safety:I know that roads are busyI can hold a grownups hand I need to wait until it is safeFirework Safety:Stand away from fireworksDo not touchOnly look at fireworksTalk to the adults – fireworks are noisy  | Right to be safeArt 19Startwell initiative |
| Spring Term 1 | Traditional Tales & Rhymes | I can name rooms in my settingI can talk to my friendsI can listen to longer storiesI can talk about different sizesI can talk about events in storiesUsing 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 ManThe Three Billy Goats Gruff Beware of the Bears The Threee Little PigsJaspers 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 hugeA …. That was smallA …..that was tiny  |  |  | E-Safety:Use electrical equipment carefullyTalk about what you are doing with an adult  | Right to a homeArt 27Startwell initiative |
| Spring Term 2 | Spring &Keeping Healthy | Rainbow of fruit and vegPlanting different plants and seeds to grow our own vegetables.To observe changes to the seeds and plants in the allotmentExplain basic needs of plants Use role play to show understanding of stories and events Begin to explore the mud kitchenUse number language I can talk about my favorite book  | Handa’s SurpriseTitch10 Little SeedsThe Tiny Seed by Eric CarleOne 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, smallerI like I can seeI can hear I can touchI can smellI can taste Describe where something is – in, out , on  | Allotment timesVisits 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 24Startwell initiative |
| Summer Term 1 | Growth and Change | Looking after chicks / ducklings – food, water, warmthUnderstand basic needs of the chicks Growing potatoes – to care for the growing plants To know the names of some healthy foods To describe tasteTo share preferences – likes and dislikes  | A selection of non-fiction titles – life cycle seriesJack and The BeanstalkJody’s Beans Oliver’s Vegetables Where are My Chicks? ( number link) Creepy, Crawly Calypso | Chick, egg, hatch, warm, shell, henWater, warmth, foodTime – minute , day, month , year  | A ‘mum’ to bring in a baby to show the children how to care.Ladybirds, mini beastsPlayhouse Workshops  |  | Safety at Nursery:Washing my hands after touching any creatures.Taking care of creatures outside  | Right to an opinionArt 12 & 13Startwell 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 KeyworkerI can use new namesI can visit my new setting/ room  | Maisy Goes to NurseryThe Snail and the WhaleGrandma Goes to Market Dazzling DiggersThomas The Tank Engine Shark in the ParkThe Train Journey  | Positional language: InUnderOn topOver        Next toInsideOutsideTravel – verbs – running, walking, moving, crawling, skipping. Jumping KeyworkerNew Change  | Meetings new Keyworkers and viewing the new roomsTransition 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 hotContinue to drink when thirsty | Right to relax and playArt 31Startwell initiative |