

Iqra Academy LTP

Year group: Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Me, Ourselves and My Family</p> <p>Staggered intake - Transition into Nursery (2 weeks, 2 days)</p> <p>Week 4 - Me and my body - Head, shoulders, knees and toes - This is me</p> <p>Week 5 - Hop, Skip and Jump - What makes them unique? What do you enjoy / dislike? Similarity and differences, photo in from home - like doing</p> <p>Week 6 - How do you feel? Talk about feelings, what makes you happy, sad, angry, excited?</p> <p>Week 7 - My Family, how many people live in your house? - Maya's Family Mini bus children's homes</p> <p>Week 8 - Our Class and my friends</p>	<p>Week 1 - Autumn (Bonfire is a part of an Autumn festival) colours, sorting, leaf size, texture, sound walk, provocation - leaves blown in - Trip to the park</p> <p>Week 2 - It was a cold dark night - Hedgehog lady - hibernation</p> <p>Week 3 - The three little pigs (3 weeks on three little pigs)</p> <p>Week 4 - House for sale</p> <p>Week 5 - The new house</p> <p>Week 6 - Eureka - Going Somewhere</p> <p>Week 7 - Reindeers first flight</p>	<p>Week 1 - Holiday news (Tuesday) Seasons of the year - Winter</p> <p>Week 2 Provocation - Jack frost What has happened to our nursery?</p> <p>Week 3 - Goldilocks (2 weeks)</p> <p>Week 4 - Goldilocks and the Wolf</p> <p>Week 5 - Eat your greens Goldilocks - Eating healthy food</p> <p>Week 6 - Chinese New Year - 12th February - My first Chinese new year</p>	<p>Week 1 - This is the Bear (rhyme)</p> <p>Week 2 - This is the bear and the picnic lunch (rhyme) Teddy bears picnic - Cliffe Castle</p> <p>Week 3 - Mothers week Sunday 14th March Owl Babies</p> <p>Week 4 - Jasper's Beanstalk - Growth, looking after plants</p> <p>Week - Jack and the Beanstalk</p> <p>Week 5 - Spring / Easter / Egg Hunt - new life Seasons of the year - Spring</p>	<p>Week 1 - Trip to Hesketh Farm - Say hello to the animals</p> <p>Week 2 - Billy goats Gruff (3 weeks)</p> <p>Week 3 - Farmer duck</p> <p>Week 4 - Pete and Polo's Farmyard adventure</p> <p>Week 5 - Ramadan / Eid Thursday 13th May - My Eid Ul-Fitr</p> <p>Week 6 - Peace at Last - Time night and day</p> <p>Week 7 - The Elves and the shoemaker - Night and day</p>	<p>Week 1 - The Train ride - Shibden Park</p> <p>Week 2 - On the Beach</p> <p>Week 3 - Fidgety fish</p> <p>Week 4 - Smiley shark</p> <p>Week 5 - Summer seasonal changes - Seasons of the year - Summer</p> <p>Week 6 - Off we go! - Summer holidays</p> <p>Week 7 - Transition and Graduation</p>

<p>Visits out of school/ visitor in school</p>	<ul style="list-style-type: none"> -Introduce to mini- bus trips -Children be visited by key members of school -Short Visits to the park to familiarise children with bus - Trip on mini bus to see our houses and where we live 	<ul style="list-style-type: none"> -Children to have a bonfire in school -Visit to Manningham park for autumn - Hedgehog lady to come and visit - Heaton woods to build a house for the three little pigs Visit to the park to look at the changes in season for Winter Eureka - Meet Santa, sing Christmas carols, workshops, winter pantomime (leads into Winter theme of Jack Frost) 	<ul style="list-style-type: none"> - visit from the bear and Goldilocks - hot seating - visit to Chinese supermarket 	<p>Cliff castle - teddy bears picnic</p> <p>Garden centre visit relating to growing</p> <p>Visit to the park to look at the changes in season for Spring</p>	<ul style="list-style-type: none"> -Visit to the farm -Eid party - Visit to the shoe shop to support story 	<ul style="list-style-type: none"> - Trip to Shibden park - Graduation assembly - Transition to Reception and introduction to new teachers
<p>PSE</p>	<ul style="list-style-type: none"> -Separates from main carer with support and encouragement from a familiar adult (22-36) -Expresses own preferences and interests (22-36) -Seeks comfort from familiar adults when needed (22-36) -Aware that some actions can hurt or 	<ul style="list-style-type: none"> • Can express their own feelings such as sad, happy, cross, scared, worried (22-36) • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do (22-36) • Shows affection and concern for people who are special to them 	<ul style="list-style-type: none"> • Can select and use activities and resources with help. Aware of own feelings, and knows that some actions and words can hurt others' feelings (30 - 50) • Can usually tolerate delay when needs are not immediately met, and understands wishes 	<ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations (30 - 50) • Confident to talk to other children when playing, and will communicate freely about own home and community (30 - 50) 	<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30 - 50) • Begins to accept the needs of others and can take turns and share resources, sometimes with support 	<ul style="list-style-type: none"> • Keeps play going by responding to what others are saying or doing (30-50) • Confident to speak to others about own needs, wants, interests and opinions (40-60) • Initiates conversations, attends to and takes account of what others say (40-

	<p>harm others (22-36)</p> <ul style="list-style-type: none"> -Interested in others' play and starting to join in (22-36) -Growing ability to distract self when upset, e.g. by engaging in a new play activity (22-36) -Seeks out others to share experiences (22-36) -Shows understanding and cooperates with some boundaries and routines (22-36) 	<p>(22-36)</p> <ul style="list-style-type: none"> • May form a special friendship with another child (22-36) • Tries to help or give comfort when others are distressed (22-36) • Responds to the feelings and wishes of others (22-36) 	<p>may not always be met (30 - 50)</p> <ul style="list-style-type: none"> • Shows confidence in asking adults for help (30 - 50) • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Enjoys responsibility of carrying out small tasks (30 - 50) 	<ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine (30 - 50) • Welcomes and values praise for what they have done (30 - 50) • Initiates play, offering cues to peers to join them (30 - 50) 	<p>from others (30 - 50)</p> <ul style="list-style-type: none"> • Keeps play going by responding to what others are saying or doing (30 - 50) 	<p>60)</p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting (40-60)
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<p>CLL</p>	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories (22-36) • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door (22-36) • Shows interest in play with sounds, songs and rhymes (22-36) • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" (22-36) • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' (22-36) 	<ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. <i>big/little</i>) (22-36) • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>) (22-36) • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' (22-36) • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts (22-36) • Holds a conversation, jumping from topic to topic. • Uses simple sentences (e.g. 'Mummy gonna work.') (22-36) • Beginning to use word endings (e.g. <i>going, cats</i>) (22-36) 	<ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating (30 - 50) • Uses a variety of questions (e.g. <i>what, where, who</i>) (30 - 50) • Listens to others one to one or in small groups, when conversation interests them (30 - 50) • Understands use of objects (e.g. "What do we use to cut things?") (30 - 50) • Responds to simple instructions, e.g. to get or put away an object (30 - 50) • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' (30 - 50) • Is able to follow directions (if not intently focused on own choice of activity) (30 - 50) 	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30 - 50) • Focusing attention - still listen or do, but can shift own attention (30 - 50) • Beginning to understand 'why' and 'how' questions. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>) (30 - 50) • Uses vocabulary focused on objects and people that are of particular importance to them (30 - 50) • Builds up vocabulary that reflects the breadth of their experiences (30 - 50) 	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture (30 - 50)</p> <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30 - 50) • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) (30 - 50) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> (30 - 50) • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>) (30 - 50) • Uses intonation, rhythm and phrasing to make the meaning clear to others (30 - 50) 	<p>Listens to stories with increasing attention and recall (30-50)</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture (30-50) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50) • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>) (30-50) • Maintains attention, concentrates and sits quietly during appropriate activity (40-60) • Responds to instructions involving a two-part sequence (40-60) • Uses language to imagine and recreate roles and experiences in play situations (40-60)
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<p>PD</p>	<ul style="list-style-type: none"> • Runs safely on whole foot (22-36) • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands (22-36) • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment (22-36) • Can kick a large ball (22-36) • Shows control in holding and using jugs to pour, hammers, books and mark-making tools (22-36) • Walks upstairs or downstairs holding onto a rail two feet to a step (22-36) • Drinks well without spilling. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket and takes off unbuttoned shirt (22-36) • Beginning to be independent in self-care, but still often needs adult support (22-36) 	<ul style="list-style-type: none"> • Turns pages in a book, sometimes several at once (22-36) • Beginning to use three fingers (tripod grip) to hold writing tools (22-36) • Imitates drawing simple shapes such as circles and lines (22-36) • May be beginning to show preference for dominant hand. • Feeds self competently with spoon (22-36) • Clearly communicates their need for potty or toilet (22-36) • Beginning to recognise danger and seeks support of significant adults for help (22-36) 	<ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet (30 - 50) • Walks downstairs, two feet to each step while carrying a small object (30 - 50) • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors (30 - 50) • Holds pencil between thumb and two fingers, no longer using whole-hand grasp (30 - 50) • Can tell adults when hungry or tired or when they want to rest or play (30 - 50) • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves (30 - 50) • Can usually manage washing and drying hands (30 - 50) 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30 - 50) • Can stand momentarily on one foot when shown. • Can catch a large ball (30 - 50) • Holds pencil near point between first two fingers and thumb and uses it with good control (30 - 50) • Can copy some letters, e.g. letters from their name. • Understands that equipment and tools have to be used safely (30 - 50) • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (30 - 50) 	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (30 - 50) • Holds pencil near point between first two fingers and thumb and uses it with good control (30 - 50) • Can copy some letters, e.g. letters from their name. • Observes the effects of activity on their bodies (30 - 50) 	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control (30-50) • Can copy some letters, e.g. letters from their name (30-50) • Jumps off an object and lands appropriately (40-60) • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (40-60) • Experiments with different ways of moving (40-60)
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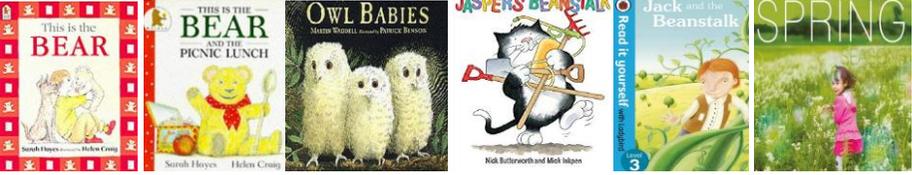
<p>LIT</p>	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles (22-36) • Repeats words or phrases from familiar stories (22-36) • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a.' (22-36) • Distinguishes between the different marks they make (22-36) 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups (30-50) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50) • Listens to stories with increasing attention and recall (30-50) • Looks at books independently (30-50) • Sometimes gives meaning to marks as they draw and paint (30-50) 	<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured (30 - 50) • Suggests how the story might end (30 - 50) • Handles books carefully (30 - 50) • Ascribes meanings to marks that they see in different places (30 - 50) 	<ul style="list-style-type: none"> • Shows interest in illustrations and print in books and print in the environment (30 - 50) • Recognises familiar words and signs such as own name and advertising logos (30 - 50) • Knows information can be relayed in the form of print (30 - 50) • Holds books the correct way up and turns pages (30 - 50) 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities (30 - 50) • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words (30 - 50) • Describes main story settings, events and principal characters (30 - 50) • Knows that print carries meaning and, in English, is read from left to right and top to bottom (30 - 50) 	<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured (30-50) • Listens to stories with increasing attention and recall (30-50) • Describes main story settings, events and principal characters (30-50) • Continues a rhyming string (40-60) • Hears and says the initial sound in words (40-60) • Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60) • Gives meaning to marks they make as they draw, write and paint (40-60)
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<p>Maths</p>	<p>I can say which group has more and less I can hold up the correct number of fingers for any number up to 3 I can name a triangle and a circle I can say if something is big and small I can count 3 objects I can recognise numbers to 3 (22-36)</p>	<p>I can say when something is added to a group of objects or when is taken away I can hold up the correct number of fingers for any number up to 5 I can name a square and rectangle I can say if something is big, bigger and biggest I can count 5 objects I can recognise numbers to 5 (22-36)</p>	<p>I can count out a number of objects from a larger group I can count to 8 I can recognise numbers to 8 I can order numbers to 5 I can describe a circle and triangle I can say if something is small, smaller and smallest I can count how many objects are in a group I can categorize the bears into colours or sizes I can use shapes to make a picture (30 - 50)</p>	<p>I can count to 10 I can recognise numbers to 10 I can order numbers to 8 I can recognise and name a rectangle I can describe a square and rectangle I can match numeral to quantity up to 5 I can show you a given number on my fingers I can say if something is short, shorter shortest (30 - 50)</p>	<p>I can order numbers to 10 I can count anything including objects and movement I can put the teddy in different positions e.g. on top of the box, in front, behind and in. I can name all four 2d shapes and describe them I can match numeral to quantity up to 10 I can recognize shapes in the environment (30 - 50)</p>	<p>I can say if something is tall, taller and tallest I can match numeral to quantity up to 10 I can follow instructions to move forwards, backwards, sideways and turn I can go 'up' the stairs and 'down' on command I can put the teddy in different positions e.g. on next to the box, above, below, between, around, near and far. I can separate a group of objects in different way recognising the total is still the same I can count forwards and backwards to 10 (30 - 50)</p>
<p>KU</p>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track (22-36) • Has a sense of own immediate family and relations (22-36) • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea (22-36) • Operates mechanical toys, e.g. turns the knob on a wind-up toy</p>	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment (22-36) • Beginning to have their own friends (22-36) • Learns that they have similarities and differences that connect them to, and distinguish them from, others (22-36) • Seeks to acquire basic skills in turning on and operating some ICT equipment (22-36) • Remembers and talks about significant 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30 - 50) • Can talk about some of the things they have observed such as plants, animals, natural and found objects (30 - 50) Knows how to operate simple equipment, e.g. turns on CD player and uses remote control (30 - 50) • Shows an interest in 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30 - 50) • Can talk about some of the things they have observed such as plants, animals, natural and found objects (30 - 50) • Developing an understanding of growth, decay and changes over time (30 - 50) • Shows care and 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time (30 - 50) • Knows that information can be retrieved from computers (30 - 50) • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (30 - 50) 	<ul style="list-style-type: none"> • Shows care and concern for living things and the environment (30-50) • Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50) • Looks closely at similarities, differences, patterns and change (40-60) • Uses ICT hardware to interact with age-appropriate computer

	or pulls back on a friction car (22-36)	events in their own experience (30-50) <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends (30-50) 	technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (30 - 50) <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (30 - 50) • Talks about why things happen and how things work (30 - 50) 	concern for living things and the environment (30 - 50) <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life (30 - 50) • Shows interest in the lives of people who are familiar to them (30 - 50) 		software (40-60)
EA&D	<ul style="list-style-type: none"> • Experiments with blocks, colours and marks (22-36) • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me' (22-36) • Joins in singing favourite songs • Creates sounds by banging, shaking, tapping or blowing (22-36) 	<ul style="list-style-type: none"> • Shows an interest in the way musical instruments sound (22-36) • Beginning to make-believe by pretending (22-36) • Sings a few familiar songs (30-50) • Enjoys joining in with dancing and ring games (30-50) • Beginning to move rhythmically (30-50) • Creates movement in response to music (30-50) • Imitates movement in response to music (30-50) • Uses various construction materials (30-50) 	<ul style="list-style-type: none"> • Beginning to be interested in and describing the texture of things (30 - 50) • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects (30 - 50) • Uses movement to express feelings (30 - 50) • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (30 - 50) • Builds stories around toys, e.g. farm animals needing rescue from an 	<ul style="list-style-type: none"> • Explores colour and how colours can be changed (30 - 50) • Developing preferences for forms of expression (30 - 50) • Uses available resources to create props to support role-play (30 - 50) • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (30 - 50) 	<ul style="list-style-type: none"> • Realises tools can be used for a purpose (30 - 50) • Taps out simple repeated rhythms (30 - 50) • Explores and learns how sounds can be changed (30 - 50) • Sings to self and makes up simple songs (30 - 50) • Makes up rhythms (30 - 50) • Engages in imaginative role-play based on own first-hand experiences (30 - 50) 	<ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources (40-60) • Explores the different sounds of instruments (40-60) • Explores what happens when they mix colours (40-60) • Introduces a storyline or narrative into their play (40-60) • Plays alongside other children who are engaged in the same theme (40-60)

		<ul style="list-style-type: none"> • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (30-50) • Joins construction pieces together to build and balance (30-50) 	armchair 'cliff' (30 - 50)			
British Values	<p>Throughout the year, children will be taught about the British Values which are defined as:</p> <ul style="list-style-type: none"> • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs <p>These values are taught explicitly through Personal, Social, Health and Emotional (PSHE) and through circle time. The school also takes opportunities to actively promote British Values through reflection in a variety of ways throughout the school day.</p>					

Core Stories for Nursery

Term 1.1	
Term 1.2	
Term 2.1	
Term 2.2	

Term 3.1



Term 3.2

