

Nursery Sticky Curriculum Long-Term Plan

Sticky Words					
Moral Concepts					
British Values		Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility		Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage	
Democracy Rule of law Individual liberty Mutual respect					
Subject specific vocabulary – chosen per topic by teachers linked to EYFS curriculum					
Nursery					
	Autumn 1 - Big Question 1- PSED & People, Culture and Communities, Past and Present	Autumn 2 - Big Question 2 – Expressive Arts & Design and PSED	Spring 1 - Big Question 3- People, Culture and Communities, and Expressive Arts & Design	Spring 2 - Big Question 4- Natural World; People, Culture and Communities, Expressive Arts and Design	Summer - Big Question 5- Past & Present People, Culture & Communities Natural World
Big Question	What does ‘special’ mean to me?	How does colour make me feel?	Where can I go by wheels and wings?	What is life like on a farm?	What will I find in the garden?
Little questions	Who are my special people? What are my special things? Where do I belong?				
Sticky words Moral concepts	Pride Belonging	Curiosity Freedom	Adaptability Resilience	Challenge Confidence	Compassion Courage
Subject specific vocabulary	Special, belong, important, safe, love, kind, care, place, people	Colour, mix, change, feel, express	Travel, journey, place, adventure, fly, drive	Barn, field, grow, life, food, animals, farmer	Plants, flowers, trees, birds, insects, grow, care
Sticky texts (fiction and non-fiction)	Super Duper You!, All Are Welcome, My World Your World, Where’s My Teddy,	The Colour Monster, The Mixed Up Chamaleon, Brown Bear Brown Bear What Do You See?, Mixed	The Train Ride, Naughty Bus, Emma Jane’s Aeroplane, You Can’t Take an Elephant on The Bus	Farmer Duck, Pig in the Pond, What the Ladybird Heard, DK Farm,	Titch, Sunflower Shoots and Muddy Boots, DK Minibeasts, DK Insects, The very Hungry Caterpillar, Superworm
Communication & Language	1, 3, 11	2, 3, 4, 5, 6, 7, 9	2, 3, 4, 7, 8, 9, 10, 11, 13	2, 4, 5, 10, 11, 12	3, 4, 5, 10, 12
Personal, Social & Emotional	1, 2, 3, 4, 5, 11	5, 6, 7, 8, 9, 10, 11, 12	2, 6, 7, 8, 9, 10, 12	7, 9, 10, 11, 12	7, 9, 10, 11, 12
Expressive Arts & Design	1, 3, 5, 12	7, 9, 10, 11, 13	1, 2, 3, 4, 5, 6, 8, 9, 12, 14, 15, 17, 18	1, 2, 3, 8, 10, 11	1, 2, 3, 8, 10, 11
Understanding the World	1, 2, 3, 4	2, 4, 5, 6, 11, 12, 13	1, 2, 3, 4, 9, 10, 11	1, 2, 3, 4, 9	1, 2, 3, 4, 7, 8, 9
Oracy outcome	To talk about a special toy	Class art gallery and talking about pieces they like	Oral recount of a journey in the minibus	Describe a farm animal without naming it for a partner to guess	An instructional video on how to look for insects safely
Trips and Visitors	Teddy Bear’s Picnic	Printmaking workshop	A ride out in the minibus	Visit to Windmill Farm Park	Caterpillar to butterfly experience

Nursery																
	AUTUMN 6 & 9 weeks							SPRING 6 & 4 weeks				SUMMER 7 & 6 weeks				
	1	2	3	3	3	3	1	3	3	2	3	2	3	2	3	3
Sticky questions	What does ‘special’ mean to me?			How does colour make me feel?				How can we travel by wheels and wings?				What is life like on a farm?			What can I find in the garden?	
Literacy – Core Texts	Settling in Week	Where’s My Teddy?	Goldilocks and the 3 Bears	Mixed	Nursery Rhymes	Super Duper You	This is the Way We Trim the Tree	The Train Ride	Naughty Bus	Emma Jane’s Aeroplane	The Three Billy Goats Gruff	I love Animals	The Three Little Pigs	Rosie’s Walk	Titch	My Butterfly Bouquet
Task focus		Drawing our special teddy/soft toy	Drawing and differentiating story characters	Drawing faces to represent different emotions	Performing rhymes with flair and intonation		Use craft materials to create a decorated tree.	Talk about and draw the place they would like to go on a train ride	Make a ticket for a bus ride and talk about where it will take you.	Labelling an aeroplane with emergent aural sounds. Adults scribe.	Story sequence, draw the missing picture	Draw favourite farm animal and write ‘I’ ‘Like’	Group performance using puppets and story map	Create own story map	Keep a simple seed diary for cress showing how it has changed over a few days	Write about favourite flower using ‘I’ ‘like’
HFW focus		my a	mum dad	a is	a	I my	The a	a go	is	go	the	I like	the mum	the	I	like
Storytime texts (fiction and non-fiction)	Super Duper You!, All Are Welcome, My World Your World, Where’s My Teddy,			The Colour Monster, The Mixed Up Chamaleon, Brown Bear Brown Bear What Do You See?, Mixed				The Train Ride, Naughty Bus, Emma Jane’s Aeroplane, You Can’t Take an Elephant on The Bus				Farmer Duck, Pig in the Pond, What the Ladybird Heard, DK Farm,			Titch, Sunflower Shoots and Muddy Boots, DK Minibeasts, DK Insects, The very Hungry Caterpillar, Superworm	
Communication & Language	CL1, CL3, CL11	CL1, CL3, CL11	CL1, CL3, CL11	CL3, CL4	CL6, CL7	CL2, CL3	CL2, CL3, CL4, CL9	CL2, CL3, CL4, CL9, CL 13	CL3, CL4, CL8, CL9, CL 13	CL3, CL7, CL8, CL9, CL 13	CL3, CL7, CL8, CL9, CL10, CL11	CL2, CL4, CL5, CL10, CL 12	CL2, CL4, CL5, CL10, CL 12	CL2, CL4, CL5, CL10, CL 12	CL3, CL4, CL5, CL10, CL12	CL3, CL4, CL5, CL10, CL12
Personal, Social & Emotional	PSED 1, 2, 3, 4, 5	PSED 1, 2, 3, 4, 5	PSED 1, 2, 3, 4, 5, 11	PSED 5, 6, 11, 12	PSED 5, 6, 11, 12	PSED 5, 6, 11, 12	PSED 7, 8, 9, 10	PSED 2, 7, 8, 9, 10	PSED 2, 7, 8, 9, 10	PSED 7, 8, 9, 10	PSED 6, 7, 9, 12	PSED 7, 9, 11, 12	PSED 7, 9, 10, 11, 12	PSED 7, 9, 11, 12	PSED 7, 9, 11, 12	PSED 7, 9, 11, 12
Expressive Arts & Design	EAD 1, 3, 5, 12	EAD 1, 3, 5, 12	EAD 1, 3, 5, 12	EAD 7, 9, 10, 11, 13	EAD 7, 9, 10, 11, 13	EAD 7, 9, 10, 11, 13	EAD 7, 9, 10, 11, 13	EAD 3, 8, 9, 12, 14, 16, 15, 17, 18	EAD 3, 8, 9, 12, 14, 16, 15, 17, 18	EAD 3, 8, 9, 12, 14, 16, 15, 17, 18	EAD 1, 2, 3, 4, 5, 6	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11
Understanding the World	UW 1, 2, 3, 4	UW 1, 2, 3, 4	UW 1, 2, 3, 4	UW 2, 5, 6, 11, 12	UW 2, 5, 6, 11, 12	UW 2, 5, 6, 11, 12, 13	UW 4, 5, 6, 11, 12, 13	UW 1, 2, 3, 10, 11	UW 1, 2, 3, 10, 11	UW 1, 2, 3, 10, 11	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 7, 8, 9	UW 1, 2, 3, 4, 7, 8, 9
As a member of Kestrel Mead																
Reciprocity (Context, religious festivals, links to life, interests, community)	Harvest			Diwali, Bonfire Night, Remembrance, Christmas				Chinese New Year, Valentines Day, Pancake Day, Mother’s Day, Holi, Easter, Ramadan, World Book Day				Eid Vaisakhi Earth Day			Eid	
Awe and Wonder (rich life experiences/cultura l capital)	Teddy Bear’s Picnic			Printmaking workshop – Zoe Potter				Bus/train station role play A ride in the minibus				Farm role play Visit to the farm			Gardening, insect hunting Butterly net in class	
	Communication and language	CL1 Enjoy listening to longer stories and can remember much of what happens	CL3 Use a wider range of vocabulary	CL5 Understand ‘why questions, like: “why do you think the catterpillar got so fat?”	CL7 Know many rhymes, be able to talk about familiar books, and familiar books, and be able to tell a long story	CL9 Develop their pronunciation but may have problems saying	CL11 Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	CL13 Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I'll be the driver”								
		CL2 Pay attention to more than one thing at a time, which can be difficult	CL4 Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	CL6 Sing a large repertoire of songs	CL8 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’	CL10 Use longer sentences of four to six words	CL12 Start a conversation with an adult or friend and continue it for many turns									
Personal, Social & Emotional		PSED1 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.		PSED3 Become more outgoing with unfamiliar people, in the safe context of their setting.		PSED 5 Play with one or more other children, extending and elaborating play ideas.		PSED 7 Increasingly follow rules, understanding why they are important.		PSED 9 Develop appropriate ways of being assertive.		PSED 11 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.				
		PSED 2 Develop their sense of responsibility and membership of a community.		PSED 4 Show more confidence in new social situations.		PSED 6 Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.		PSED 8 Remember rules without needing an adult to remind them		PSED 10 Talk with others to solve conflicts.		PSED 12 Understand gradually how others might be feeling.				

Expressive art and design	EAD1 – Take part in simple pretend play, using an object to represent something else even though they are not similar	EAD3 Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park	EAD5 Develop their own ideas and then decide which materials to use to express them	EAD7 Create closed shapes with continuous lines and begin to use these shapes to represent objects	EAD9 Use drawings to represent ideas like movement and loud noises	EAD11 Explore colour and colour mixing	EAD 13 Respond to what they have heard expressing their thoughts and feelings	EAD15 Sing the pitch of a tone sung by another person (pitch match)	EAD17 – create their own songs or improvise a song around one they know
	EAD2 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses	EAD4 Explore different materials freely, in order to develop their ideas about how to use them and what to make	EAD6 Join different materials and explore different textures	EAD8 Draw with increasing complexity and detail such as representing a face with a circle and including details	EAD10 Show different emotions in their drawings and paintings, like happiness, sadness and fear	EAD12 –Listen with increased attention to sounds	EAD14 Remember and sing entire songs	EAD 16 Sing the melodic shape of familiar songs	EAD18 – play instruments with increasing control to express their feelings and ideas.

Understanding the World	UtW1 Use all their sense in a hands on exploration of natural materials	UtW3 Talk about what they see, using a wide vocabulary	UtW5 Show interest in different occupations	UtW7 – Plant seeds and care for growing plants	UtW9 Begin to understand the need to respect and care for the natural environment and all living things	UtW11 Talk about the differences between materials and changes they notice	UtW13 Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.	
	UtW2 Explore collections of materials with similar and/or different properties	UtW4 Begin to make sense of their own life – story and familiy’s hisotry	UtW6 Explore how things work	UtW8 Understand the key features of the life cycles of a plant and an animal	UtW10 Explore and talk about different forces they can feel	UtW12 Continue to develop positive attitudes about the differences between people		

Reception Sticky Curriculum Long-Term Plan

Sticky Words		
Moral Concepts		
British Values	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage
Democracy Rule of law Individual liberty Mutual respect		
Subject specific vocabulary – chosen per topic by teachers linked to EYFS curriculum		

Reception					
	Autumn 1 - Big Question 1- PSED & People, Culture and Communities	Autumn 2 - Big Question 2 – Expressive Arts & Design and People, Culture and Communities	Spring 1 - Big Question 3- Natural World and Expressive Arts & Design	Spring 2 - Big Question 4- Natural World	Summer - Big Question 5- Past & Present People, Culture & Communities Natural World
Big Question	What makes me great?	Why are celebrations special?	Where do animals live in the world?	How do living things grow?	How does change affect me?
Sticky words Moral concepts	Pride Confidence	Belonging Freedom	Adaptability Resilience	Challenge Curiosity	Compassion Courage
Subject specific vocabulary	Family Community Interests Skills Faith Feelings	Celebration Festival Diwali Christmas Remembrance Faith Culture Birthday	Mammal Insect Bird Fish Desert Rainforest Savannah Arctic / Antarctic	Growth Cycle Leaf Roots Sun Food Water Healthy	Change Transition Difference Reversible Seasons
Sticky texts (fiction and non-fiction)	My World, Your World (PCC) I’m a Feel-O-Saur (MS/SR) Ruby’s Worry (MS/SR) Mixed (MS/SR) Happy in Our Skin (MS, PCC) All are Welcome (BR, PCC) Pip and Egg (BR)	Rama and Sita: The Story of Diwali (PCC) The Jolly Christmas Postman (PCC) Where The Poppies Now Grow (PCC) The Christmas Pine (PCC/PP)	The Bog Baby: Respecting Wildlife (NW) The World Around Me (NW) The Snail and the Whale (NW) Farmer Duck; Pig in the Pond (NW)	Dave’s Cave (PP) Cave Baby (PP) The Tiny Seed (NW) Bloom (NW) Then There Were Giants (PP/PCC)	Super Duper You (MS/SR) Little Tree (MS/SR/NW) The Koala Who Could (SR/MS) What do grown-ups do all day? (PCC) Elephant in my Kitchen (NW)

Personal, Social & Emotional	PSED 1, PSED 2PSED 3, PSED 5, PSED 6, PSED 8 MS1 SR1, SR2, SR3 BR1, BR2	PSED 4, PSED 5, PSED 7 BR3 MS1	MS1, MS2	PSED 4 MS1, MS3	PSED 3, PSED 5, PSED 6 SR1, SR2, SR3 MS1 BR1, BR2
Expressive Arts & Design	EAD1, EAD3, EAD5, CM1	EAD5, EAD6, EAD7, EAD8 BIE1, BIE 2 CM3	EAD 1, EAD2, EAD3, EAD6 CM1, CM2	EAD2, EAD3 CM1, CM2, CM3	EAD5, EAD6, EAD7, EAD8, CM1, CM2, CM3 BIE2
Understanding the World	UTW1, UTW2, PP1, PCC2	UTW3, UTW4, UTW6, UTW7 PP1, PCC2	UTW5, UTW8, UTW9, UTW11 PCC1, PCC3 NW2	UTW9, UTW10, UTW11, UTW12 PCC1, PCC3 NW1, NW2, NW3	UTW4, UTW12 PP2, PP3 NW1, NW2, NW3
Computing opportunities				Project Evolve	
Oracy opportunities	Present a picture montage of the things that make them great	Role play – a time of special celebration	Small group presentation about an animal habitat	Consensus circle – Is everything alive?	A cookery show (small groups, recorded)
Trips and Visitors		Pantomime	Farm	Botanical Gardens	Chocolate/Ice cream making?

Communication and language-development matters	CL1 Understand how to listen carefully and why listening is important	CL3 Use new vocabulary through the day.	CL5 Articulate their ideas and thoughts in well-formed sentences	CL7 Describe events in some detail	CL9 Develop social phrases.	CL11Listen to and talk about stories to build familiarity and understanding	CL13 Use new vocabulary in different contexts	CL 15 Learn rhymes, poems, and songs	CL17 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	CL2 Learn new vocabulary	CL4 Ask questions to find out more and to check they understand what has been said to them	CL6 Connect one idea or action to another using a range of connectives	CL8 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	CL10 Engage in story times	CL12 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	CL 14 Listen carefully to rhymes and songs, paying attention to how they sound	CL16 Engage in non-fiction books	
ELG	Listening, Attention & Understanding			Speaking					
	LAU1 - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	LAU2 - Make comments about what they have heard and ask questions to clarify their understanding.	LAU3 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	S1 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	S2 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	S3 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			

Personal, Social & Emotional	PSED1 See themselves as a valuable individual	PSED3 Express their feelings and consider the feelings of others	PSED5 Show resilience and perseverance in the face of challenge	PSED7 Think about the perspectives of others					
	PSED2 Build constructive and respectful relationships	PSED4 Show resilience and consider the feelings of others	PSED6 Identify and moderate their own feelings socially and emotionally	PSED8 Manage their own needs					
ELG	Self-Regulation			Managing Self			Building Relationships		
	SR1 - Show an understanding of their own feelings	SR2 - Set and work towards simple goals,	SR3 - Give focused attention to what the teacher says,	MS1 - Be confident to try new activities and	MS2 - Explain the reasons for rules, know right from	MS3 - Manage their own basic hygiene and	BR1 - Work and play cooperatively	BR2 - Form positive attachments to	BR3 - Show sensitivity to their

	and those of others, and begin to regulate their behaviour accordingly.	being able to wait for what they want and control their immediate impulses when appropriate.	responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	show independence, resilience, and perseverance in the face of challenge	wrong and try to behave accordingly	personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - ongoing	and take turns with others.	adults and friendships with peers.	own and to others’ needs.
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Expressive art and design	EAD1 Explore, use and refine a variety of artistic effects to express ideas and feelings.	EAD3 Create collaboratively sharing ideas, resources and skills	EAD5 Watch and talk about dance and performance art, expressing their feelings and responses	EAD7 Develop story lines in their pretend play				
	EAD 2 Return to and build on their previous learning, refining ideas and developing their ability to represent them	EAD4 Listen attentively, move to and talk about music, expressing their feelings and responses	EAD6 Sing in a group or on their own, increasing matching the pitch and following the melody	EAD8 Explore and engage in music making and dance, performing solo or in groups				
ELG	Creating with Materials			Being Imaginative & Expressive				
	CM1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	CM2 - Share their creations, explaining the process they have used	CM3 - Make use of props and materials when role playing characters in narratives and stories	BIE1 - Invent, adapt and recount narratives and stories with peers and their teacher	BIE2 - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music			

Understanding the World	UtW 1 Talk about members of their immediate family and community	UtW 3 Comment on images of familiar situations in the past		UtW 7 Recognise that people have different beliefs and celebrate special times in different ways				
	UtW 2 Name and describe people who are familiar to them	UtW 4 Compare and contrast characters from stories. Including figures from the past	UtW 6 Understand that some places are special to members of their community	UtW 5 Draw information from a simple map UtW 8 Recognise some similarities and differences between life in this country and life in other countries UtW 9 Explore the natural world around them UtW 11 Recognise some environments are different to the one in which they live	UtW 10 Descibe what they see, hear and feel whilst outside	UtW 12 Understand the effect of changing seasons on the natural world around them		
ELG	Past & Present			People, Culture & Communities			The Natural World	
	PP1 - Talk about the lives of the people around them and their roles in society	PP2 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	PP3 - Understand the past through settings, characters and events encountered in books read in class and storytelling	PCC1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps PCC2 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class PCC3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps			NW1 -Explore the natural world around them, making observations and drawing pictures of animals and plants	NW2 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class