

The Hill Primary Academy
Nursery Long Term Plan 2022/2023
Cycle 1

The themes have been planned for the academic year, however there is scope for adaptations to meet the interests of the children at the time and so the information below may change as the year progresses.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Magnificent Me!	Helping Hands	Frozen!	Let it Grow!	Farm	Wild Animals
Celebrations	Halloween – 31 st October	Diwali – 24 th October Bonfire night – 5 th November Remembrance – 11 th November Christmas	Chinese New Year – 22 nd January – Year of the Rabbit World Book Day	Shrove Tuesday – 21 st February Mother's Day – 19 th March Easter – 9 th April	Ramadan – 22 nd March – 21 st April Eid – 21 st and 22 nd April	Father's Day – 18 th June
Key Questions - Facts/Knowledge children will know	Me How old am I? What's my life story? My Body Can I name the different parts of my body? What can I do with my body? My Family Who is in my family? Who do I live with? How are families the same or different? Where do I live? What's my house number? Which street do I live on? Which village/town do I live in? (using photos and facts that have been given by parents to talk about their life story)	Bonfire night How do we celebrate? How can we stay safe? Diwali What is Diwali? How do people celebrate? Poppy Day Why do we wear poppies? Fire service What is the fire service? What do they do? How do they keep us safe? When would you need to ring for the fire service? What equipment do they use? Police Who are the police? What do they do? How do they keep us safe? When would you need to ring for the police? What equipment do they use? Doctors and nurses Where do doctors and nurses work? How do they help us? Christmas Why do we celebrate Christmas? How do we celebrate?	Seasons – Winter Can you name all of the seasons? Which season is it now? What is the weather like in winter? What happens to our environment in each season – does it change or stay the same? How has our local tree changed? Penguins What is a penguin? What do they look like? What do they eat? How do they get their food? How do they move? What is a baby penguin called? Where do they live? Polar bears What is a polar bird? What do they look like? What do they eat? How do they get their food? How do they move? What is a baby polar bear called? Where do they live? Chinese New Year What is the Chinese New Year? Who celebrates it? How do they celebrate? How is it the same/different to other celebrations that we have learnt about?	Seasons – Spring Can you name all of the seasons? Which season is it now? What is the weather like in Spring? What happens to our environment in each season – does it change or stay the same? How has our tree changed? Parts of a Plant Can you name the different parts of the plant? Did any plants live where penguins and polar bears live? How do we care for our plants? What equipment do we need to plant? What does a plant need to grow? Easter What is Easter? Why do they celebrate it? How do they celebrate? How is it the same/different to other celebrations that we have learnt about?		
Key Texts for the term	The colour monster The colour monster goes to school Starting Nursery Avocado Baby From Head to toe How to be a superhero Superworm Elliot Midnight superhero Nat fantastic Super Daisy Supertato Monkey and Me Halloween books/Funnybones	People who help us (police, nurse etc series of books), Bonfire night Mog and the Vee Eee Tee Police officers on patrol What the ladybird heard? How to catch a star Christmas stories	Elmer in the Snow – David McKee Foxes in the snow – Jonathan Emmett Seasons Winter – Colin McNaughton The snowman – Roderick Hunt Lost and Found – Oliver Jeffers Polar bear polar bear what do you hear? – Eric Carle	Jaspers Beanstalk A seed in need The bean diary The enormous turnip We're going on an egg hunt Brenda's boring egg		
	Alongside these texts, children will also listen to a wide range of story types including, fairy tales, poetry, rhymes and non-fiction texts during the reading for pleasure story sessions. The children have a minimum of 1 story session a day.					
Key Texts that will be repeated throughout the Year	These texts will be repeated throughout the year to support with children's re-call and re-telling of stories Monkey and Me – Emily Gravett The Gruffalo – Julia Donaldson Room on the Broom – Julia Donaldson Shark in the Park – Nick Sharratt We're going on a Bear Hunt – Michael Rosen and Helen Oxenbury Funny Bones – Allan Ahlberg and Janet Ahlberg The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears					

	How to Catch a Star - Oliver Jeffers Stuck - Oliver Jeffers Rosie's Walk - Pat Hutchins Peepo - Allan Ahlberg and Janet Ahlberg Owl Babies - Martin Waddell Jaspers Beanstalk - Nick Butterworth					
Key Vocabulary	Special Same/Similarities Different/differences Likes Dislikes Family Mum Dad Brothers and Sisters Grandparents Village Town Address Years Before (I was born) After (I was born) Positional Language	Celebrations Celebrate Bonfire Night Remembrance Protect Diwali Christmas Bethlehem Firefighters Fire Station Fire Engine Ladders Oxygen Tank Police Officers Police Station Police Car Nurses Doctors Hospital Equipment Uniform Sirens Brave Helpful	Penguins Feathers Flippers Webbed feet beak Language of size Chick Waddle Hunt Krill Squid Fish South Pole leopard seals, Elephant Seals, Killer Whales, Blue Whales, albatross Polar bear North Pole arctic fox, reindeer, walrus, Narwhal, snowy owl Temperature Freezing icy celebrate, celebrations, dumplings, spring rolls, sweet rice balls, Chinese lanterns	Plant Planting Seed Bulb Roots Stem Leaf Flower Branch Food Water Soil Grow Growing Change Wild Living Easter Celebration Celebrate		
Literacy Comprehension	Begin to understand the five key concepts about print: o Print has meaning o Print can have different purposes o We read English from left to right and top to bottom o The names of the different parts of a book o Page sequencing • Share books with adults. • Talk about the stories they have heard using newly acquired vocabulary • Repeat words and phrases from familiar stories • Handles books carefully and looks at them independently. • Recognising initial letter in own name		Understands the five key concepts about print: o Print has meaning o Print can have different purposes o We read English from left to right and top to bottom o The names of the different parts of a book o Page sequencing • Joins in with songs and rhymes • Spot and suggest rhymes • Handles books carefully and looks at them independently • Understand print has meaning and can be used for different purposes • Recognises own name		Understands the five key concepts about print: o Print has meaning o Print can have different purposes o We read English from left to right and top to bottom o The names of the different parts of a book o Page sequencing • Engage in extended conversations about stories, extending their vocabulary • Hears and says the initial sounds in words	
Literacy Word Reading	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting Hear and say the initial sounds in words RWI (for those children who have already attended nursery for 3 terms) Learning Set 1 A sounds	RWI Learning Set 1 A sounds (Children who started RWI in Spring 2 to learn Set 1 B sounds)	RWI Knows many Set 1 A sounds (Children who started RWI in Spring 2 to be working at Set 1 C)
Literacy Writing	Enjoys drawing freely Attach some meaning to the marks they make	Gives meaning to the marks that they make Mark make in a variety of ways Uses some of their print and letter knowledge in their early writing Copy letters in their name	Copy letters in name Write the first letter in their name Mark make in a variety of forms Include some recognisable letters in their mark marking	Copy letters in name Write the first two letters in their name Mark make in a variety of forms Include some recognisable letters in their mark marking	Writes some or all of their own name (first) Hear and write initial sounds in words Write some letters accurately	Writes own name (first) Hear and write initial sounds in words Write some letters accurately
Maths	Counting and Number Shape Time Positional language, pattern More and less Measures (capacity)	Length and Height Money Number recognition, ordering, numicon Addition Shape and pattern Subtraction	Counting Subitising up to 3 Counting, link numbers and amounts Route, position Shape Money		Shape Number Position Size, categorising objects, pattern Number and more and less	

		Weight / size	Pattern			
CL	Communication and Language is an integral part of the daily activities and classroom environment. Time to talk is planned into every day and where possible, this takes place in key worker groups. However, the areas outlined below provide additional areas of focus for the year. Identified children will also take part in WellComm sessions each week.					
Listening, Attention and Understanding	Listening Carefully to Stories Understand and Respond to Questions Follow Instructions		Joins in with Songs and Rhymes Extending Vocabulary Uses Talk to Organise Thoughts and Organise Play		Talking about Events Asks Questions Extends Sentences Using a Wider Range of Vocabulary	
Speaking						
PD	Gross Motor Skills Throughout the year, the children have access to the outdoor provision each day. The provision includes a gravel pit for digging, large construction materials, loose parts, sweeping brushes, paintbrushes and rollers, chalk, bikes and scooters, and space to run, climb, balance and jump. All of which contribute to the development of gross motor skills and control. Indoors, the provision includes a large whiteboards and resources of different sizes to support larger gross movements e.g construction blocks, large rolling pins. In addition to the provision, focused adult led activities are planned for to ensure children take part in activities to support their gross motor development.					
Gross Motor Skills						
Fine Motor Skills	Fine Motor Skills Throughout the year, the children access the indoor continuous provision each day. The provision includes the following areas, Funky Fingers, Construction, Construction Kit, Workshop, Cutting, Writing, play-dough. All of which contribute to the development of fine motor skills and control. Outdoors the provision includes spray bottles, chalk. In addition to the provision, focused adult led activities are planned for to ensure children take part in activities to support their fine motor development.					
PSED	Personal, Social and Emotional Development is an integral part of the daily activities and the classroom learning environment. However, the areas outlined below provide additional areas of focus for the year. Managing Self - The encouragement of self-help skills - Toileting, handwashing, dressing will be ongoing through modelling, supporting and planning resources through the enabling environment for instance role-play self-care tasks such as eating, dressing, washing or brushing teeth with dolls/teddy bears. Developing relationships with adults and peers, separating from carer and following rules and routines will be ongoing throughout the year due to the 3 intakes (September, January, April) The children also follow 1 decision scheme					
	Developing relationships with adults and peers Separating from carer Following rules and routines Articulate their feelings Play with increasing confidence on their own or with other children Be increasingly able to talk about and mange emotions Increasingly follow rules, understanding why they are important		Selecting resources independently Demonstrate confidence and assertiveness Play collaboratively to elaborate on and extend ideas Notice and ask questions about differences, such as skin colour, types of hair, gender etc Begin to show effortful control - waiting for a turn and resisting the urge to want to grab Select and use resources to achieve a goal		Working Together/Taking Turns/Consider Others Feelings Collaborative role play Developing a sense of community and responsibility Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'	
Understanding the World To be taught during 'Talk Time' sessions each week. This will include teaching specific vocabulary (see list above). This learning, will be continued through planned activities and enhancements within provision						
UtW	Ongoing throughout the year, children to explore photographs, artefacts and stories from the past and discuss similarities and differences. However, the areas outlined below provide additional areas of focus for the year.					
Past and Present						
UtW	Can talk about any pets that they might have Can briefly talk about some members of their family Sequence family members by size and name (baby, child, adult) Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) Knows that they live in Thurnscoe which is in England Knows where they live (house, flat, bungalow) Talk about what they see in their own environment (school/home) using a wide vocabulary	Celebrations from different cultures Bonfire Night Diwali Christmas -Show interest in different occupations -Use all their senses in hands-on exploration of natural materials -Talk about what they see, using a wide vocabulary -Explore and talk about different forces they can feel				
People, Culture and Communities						
UtW	Ongoing throughout the year, children will talk about the seasons, changes between seasons and states of matter. However, the areas outlined below provide additional areas of focus for the year.					
The Natural World				Plant seeds Able to care for plants		
EAD Ongoing skills of creating, exploring ideas, learning about artists, and developing key skills in drawing, painting, collage, textiles, sculpture; evaluation and review whilst accessing continuous provision						
EAD						
Creating with Materials						

EAD Being Imaginative and Expressive	Kodaly	Kodaly Songs for the Nativity performance	Kodaly	Kodaly	Kodaly	Kodaly
Trips, visits and experiences	Police visit	Vicar to come into school Diwali dancing		Vicar to come into school	Hatch It - baby chicks Caterpillar eggs	Travelling farm to come into school
Parent Partnerships	Stay and Play		Stay and Play		Children to talk to parents about chicks	End of year assembly/stay and play