## 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 Mel	Helping Hands	Frozen!	Let it Grow!	Farm	Wild Animals	
Celebrations	Halloween - 31 <sup>st</sup> October	Diwali - 24 <sup>th</sup> October Bonfire night - 5 <sup>th</sup> November Remembrance - 11 <sup>th</sup> November <i>C</i> hristmas	Chinese New Year - 22 <sup>nd</sup> January - Year of the Rabbit World Book Day	Shrove Tuesday - 21 <sup>st</sup> February Mother's Day - 19 <sup>th</sup> March Easter - 9 <sup>th</sup> April	Ramadan – 22 <sup>nd</sup> March – 21 <sup>st</sup> April Eid – 21 <sup>st</sup> and 22 <sup>nd</sup> April	Father's Day – 18 <sup>th</sup> 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  Alongside these texts, children will of	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  es including, fairy tales, poetry, rhymes an	Jaspers Beanstalk A seed in need The bean diary The enormous turnip We're going on an egg hunt Brenda's boring egg	easure story sessions. The children have c	n 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						

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		Weight / size	Pattern	
CI	Communication			and whom possible, this telescopless in less worker arrange
CL	Communication	n and Language is an integral part of	f the daily activities and classroom environment. Time to talk is planned into every day of	· · · · · · · · · · · · · · · · · · ·
Listanina			However, the areas outlined below provide additional areas of focus for the year	•
Listening, Attention and			Identified children will also take part in WellComm sessions each week.  Joins in with Songs and Rhymes	Talking about Events
	Listening Carefully to Stories		Extending Vocabulary	
Understanding	Understand and Respond to Questions		Uses Talk to Organise Thoughts and Organise Play	Asks Questions
6. 13	Follow Instructions		Oses talk to Organise Thoughts and Organise ridy	Extends Sentences Using a Wider Range of Vocabulary
Speaking				
PD	Gross Motor Skills			
			y. The provision includes a gravel pit for digging, large construction materials, loose parts, sw	
Gross Motor Skills			otor skills and control. Indoors, the provision includes a large whiteboards and resources of d	fferent 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.	
Fine Motor Skills	Fine Motor Skills			
			lay. The provision includes the following areas, Funky Fingers, Construction, Construction Kit,	
	fine motor skills and control. Outdoors the	e provision includes spray bottles, cha	lk. In addition to the provision, focused adult led activities are planned for to ensure childrer	take part in activities to support their fine motor development.
PSED	Personal, Social and	l Emotional Development is an integra	al part of the daily activities and the classroom learning environment. However, the area	s outlined below provide additional areas of focus for the year.
	Managing Selt - The encouragement of	r selt-help skills - Toileting, handwa	shing, dressing will be ongoing through modelling, supporting and planning resources through	igh the enabling environment for instance role-play self-care tasks such as eating,
			dressing, washing or brushing teeth with dolls/teddy bears.	
	Developing	g relationships with adults and peers	, separating from carer and following rules and routines will be ongoing throughout the y	ear due to the 3 intakes (September, January, April)
			The children also follow 1 decision scheme	
	Developing relationships with adults and p	eers	Selecting resources independently  Demonstrate confidence and assertiveness	Working Together/Taking Turns/Consider Others Feelings
	Separating from carer		Play collaboratively to elaborate on and extend ideas	Collaborative role play
	Following rules and routines		Notice and ask questions about differences, such as skin colour, types of hair, gender	Developing a sense of community and responsibility
	Articulate their feelings		atc	Help to find solutions to conflicts and rivalries
	Play with increasing confidence on their or		Begin to show effortful control – waiting for a turn and resisting the urge to want to	Begin to understand how others might be feeling
	Be increasingly able to talk about and man		grab	Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'
	Increasingly follow rules, understanding w	thy they are important	Select and use resources to achieve a goal	
			Understanding the World	
	To be taught during 'Talk Tim	ne' sessions each week. This will inclu	ide teaching specific vocabulary (see list above). This learning, will be continued through	planned activities and enhancements within provision
				·
UtW	Ongoing throughout the yea	ır, 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	Celebrations from different culture	s	
	have	Bonfire Night		
People, Culture	Can briefly talk about some members of	Diwali		
and Communities	their family	<u>Christmas</u>		
	Sequence family members by size and	-Show interest in different		
	name (baby, child, adult)	occupations .		
	Sequence family members, explaining	-Use all their senses in hands-on		
	who they are (baby, toddler, child,	exploration of natural materials		
	teenager, adult, elderly)	-Talk about what they see, using a		
	Knows that they live in Thurnscoe which	wide vocabulary		
	is in England	-Explore and talk about different		
	Knows where they live (house, flat,	forces they can feel		
	bungalow)			
	Talk about what they see in their own			
	environment (school/home) using a wide			
	vocabulary			
UtW	,	ghout the year, children will talk ab	but the seasons, changes between seasons and states of matter. However, the areas out	lined 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 art	sts, and developing key skills in drawing, painting, collage, textiles, sculpture; evaluation	and review whilst accessing continuous provision
EAD		, , , , , , , , , , , , , , , , , , , ,		
Creating with				
Materials				
	1	.1	<u> </u>	1

EAD	Kodaly	Kodaly	Kodaly	Kodaly	Kodaly	Kodaly
Being Imaginative and Expressive		Songs for the Nativity performance				
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