Mill Hill Primary Academy

Long Term Plan - Nursery

2023-2024

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Areas of Learning** | | **Autumn 1** | **Autumn 2** | **Spring** | **Summer** |
| **Topic**: Here’s where my story begins (all about me)  **Subject Driver:** People and Communities/ Past and Present/Science (My Body)  **Text:** Monkey Puzzle  **Enquiry question:** What is a family?  **End point:**  Self-portrait of my family and myself.  Lost Poster  Family Photo’s – Ask the children to bring in a photo of your family, a photo from a celebration (Wedding, birthday) a photo from the past (Grand parents or great grandparents – black and white)  **Showcase book - Self Portrait** | **Topic**: Our Heroes (People who help us)  **Subject Driver:** People and Communities  **Text:** A superhero like you/ Selection of non-fiction  **Enquiry question:** What makes a hero special?  **End point:**  Attempt to write a list by making marks and giving meaning.  (Santa list)  **Trips –**  Apple Tree Town (Hook)  Christmas trip (Amerton Farm)  **Showcase book - Name Writing** | **Topic:** Traditional Tales  Spring 1 – The Three Little Pigs  Spring 2 – Jack and the Beanstalk  **Subject Driver:** Science/The Natural World - life cycles of a plant.  **Enquiry Question:**  Which material is best to build a house? And why?  How does the garden grow?  **Text:** Jack and the Beanstalk  The Three Little Pigs  **End point:**  To write a label  To write a descriptive word to describe a character.  **Trips**  Wonderland Telford – Traditional Tales  Or  Bewilderwood – Story telling | **Topic:** Understanding Our World  Summer 1 – The Hungry Caterpillar  Summer 2 – Elmer the Elephant  **Subject Driver:** Science/The Natural World  Life cyclesand Keeping healthy  **Enquiry Question:**  How do we keep our bodies healthy? Where do Elephants come from?  **Text:**  The Hungry Caterpillar  Elmer the elephant  **End point:** To write an invitation To write a caption to a picture stimulus.  **Trip**  Cannock Chase  Teddy bears picnic or Nature Detectives |
| **Literacy** | **Comprehension** | * Joins in with actions rhymes. | * Sings songs and says rhymes independently. * Makes comments and shares their own ideas during story time. | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories * Describes main story settings, events and principal characters | * Can suggest how a story may end. * Beginning to be aware of the way stories are structured. |
| **Word Reading** | * Shows interest in books and the reading zone. * Recognises some familiar logos. * Joins in during carpet times with stories, songs and rhymes. | * Understands that print has meaning. * Understands that print can have different purposes. | * Understands that we read English from left to right and top to bottom. * Can name the different parts of a book – Front cover, blurb, title etc. * Can spot rhymes. * Can count or clap the syllables in a word. * Recognise their name. | * Can suggest a rhyming word. * Recognises words with the same initial sound, such as money and mother. * Read individual letters by saying the sounds for them. |
| **Writing** | * Enjoys drawing freely. * Gives meaning to marks for example ‘That’s my Mummy’ | * Make marks on their picture to stand for their name. | * Writes some of their name correctly. * Can form some letters accurately. | * Can write all of their first name. * Can attempt to write a word or phrase with some letters communicating the correct meaning * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. |
| **Maths** | **Numbers** | * Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ * I can count out 3 objects accurately. * I can rote count up to 3. | * Show ‘finger numbers’ up to 5. * Experiment with their own symbols and marks as well as numerals. | * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Compare quantities using language: ‘more than’, ‘fewer than’. | * Solve real world mathematical problems with numbers up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 |
| **Numerical Patterns** | * Complete inset puzzles. * Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. * Notice patterns and arrange things in patterns. | * Recite numbers past 5. * Talk about and explore 2D shapes – Circle, Rectangle, Square, Triangle. * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | * Say one number for each item in order: 1,2,3,4,5. * Understand position through words alone – for example, “The bag is under the table,” –with no pointing * Make comparisons between objects relating to size, length. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. * Extend and create ABAB patterns – stick, leaf, stick, leaf. | * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Talk about and explore 3d shapes and use informal and mathematical language to describe them – Sides, corners, straight, flat. Round. * Describe a familiar route * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Make comparisons between objects relating to weight and capacity. * Notice and correct an error in a repeating pattern. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then... |
| **Personal, Social and Emotional Development** | **Self-Regulation** | * Find ways to calm themselves, through being calmed and comforted by their key person. * Express preferences and decisions. They also try new things and start establishing their autonomy * Find ways of managing transitions, for example from their parent to their key person. | * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Begin to understand how others might be feeling. | * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. | * Identify and moderate their own feelings socially and emotionally. * Think about the perspectives of others. |
| **Managing self** | * Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. * Can separate from main carer. | * Can select and use activities and resources with help. * Develop their sense of responsibility and membership of a community. | * Become more outgoing with unfamiliar people, in the safe context of their setting. | * Show more confidence in new social situations. |
| **Building Relationships** | * Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. * Interested in other children’s play and starts to join in. | * Increasingly follow rules, understanding why they are important. | * Play with one or more other * Develop friendships with other children * Do not always need an adult to remind them of a rule. | * Can extend and elaborate play ideas. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Talk with others to solve conflicts. |
| **Communication and Language** | **Listening, Attention & Understanding** | * Listen and respond to a simple instruction. * Generally, focus on an activity of their own choice * Listen to other people’s talk with interest. * Listen to simple stories and understand what is happening, with the help of the pictures. | * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). * listens to longer stories and can remember much of what happens. | * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. | * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” |
| **Speaking** | * Understand simple instructions like “give to mummy” or “stop”. * Start to develop conversation, often jumping from topic to topic. * Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. | * Use longer sentences of four to six words. * Constantly learning new words and using them in context. | * To be able to talk about familiar books * Can start a conversation with an adult or a friend and continue it for many turns. * To use the words and, because in a sentence. * To ask how and what questions. | * To be able to tell a long story. * 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. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * To ask why questions. |
| **Physical Development** | **Gross Motor Skills** | * Walk, run, jump * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * Can feed themselves. * Can use the toilet independently. * Can help with clothing e.g. coat/zip * Can pour out in the water. * Can kick a ball. | * Can climb up outside climbing apparatus. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Start taking part in some group activities which they make up for themselves, or in teams. * Make healthy choices about food, drink, activity and tooth brushing. * Can throw and catch a large ball. * I can extend my arms to help me balance. | * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * I can walk along a bench independently using my arms for support. |
| **Fine Motor Skills** | * Beginning to hold a pencil. * Able to make a mark on paper using a writing implement. * Able to pull the zip up on a coat. * Is able to turn the pages of a book, sometimes several at a time. | * Start to eat independently and learning how to use a knife and fork. * Can use a rolling pin and dough cutters in the malleable area. | * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. * Make a snip in paper using scissors | * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand. * Can cut in a straight line in paper using scissors. * I can turn the pages in a book, one at a time. |
| **Understanding the World** | **Past and Present** | * Is able to talk about themselves. * Can talk about a family event. * Can talk about how they have changed/grown from a baby | * . I can talk about some of the jobs my family did in the past. |  | * Is able to talk about their extended family and their previous experiences. |
| **People, Culture and Communities** | * Can identify themselves as a boy or girl. | * Shows interest in different occupations (fire service – Bonfire night) | Continue to develop positive attitudes about the differences between people. | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **The Natural World** |  |  | * Use all their senses in hands-on exploration of natural materials * Explore natural materials, indoors and outside. * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. Explore collections of materials with similar and/or different properties. * Talk about the differences between materials and changes they notice. | * Talk about what they see, using a wide vocabulary. * Explore how things work * Understand the key features of the life cycle of a plant and an animal. |
| **Expressive Arts and Design** | **Creating with Materials** | * Start to make marks intentionally. | * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | * Explore colour and colour-mixing * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. | * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Show different emotions in their drawings – happiness, sadness, fear etc. |
| **Being Imaginative and Expressive** | * Join in with songs and rhymes, making some sounds. * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. | * Take part in simple pretend play, using an object to represent something else even though they are not similar | * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | * Remember and sing entire songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. |