Mill Hill Primary Academy

Long Term Plan - Nursery

2023-2024

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| **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 PosterFamily 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 PigsSpring 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 BeanstalkThe Three Little Pigs**End point:** To write a labelTo write a descriptive word to describe a character.**Trips**Wonderland Telford – Traditional TalesOrBewilderwood – Story telling | **Topic:** Understanding Our WorldSummer 1 – The Hungry CaterpillarSummer 2 – Elmer the Elephant**Subject Driver:** Science/The Natural WorldLife cyclesand Keeping healthy**Enquiry Question:** How do we keep our bodies healthy? Where do Elephants come from?**Text:** The Hungry CaterpillarElmer the elephant**End point:** To write an invitationTo write a caption to a picture stimulus.**Trip**Cannock ChaseTeddy 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.
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| **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.
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| **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.
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| **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
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| **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...
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| **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.
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| **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.
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| **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.
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| **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?”
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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