

NURSERY LONG TERM PLAN 22-23



MY PERSONAL BEST

Self-motivated
Supportive Thinkers
Resilient Aspirational

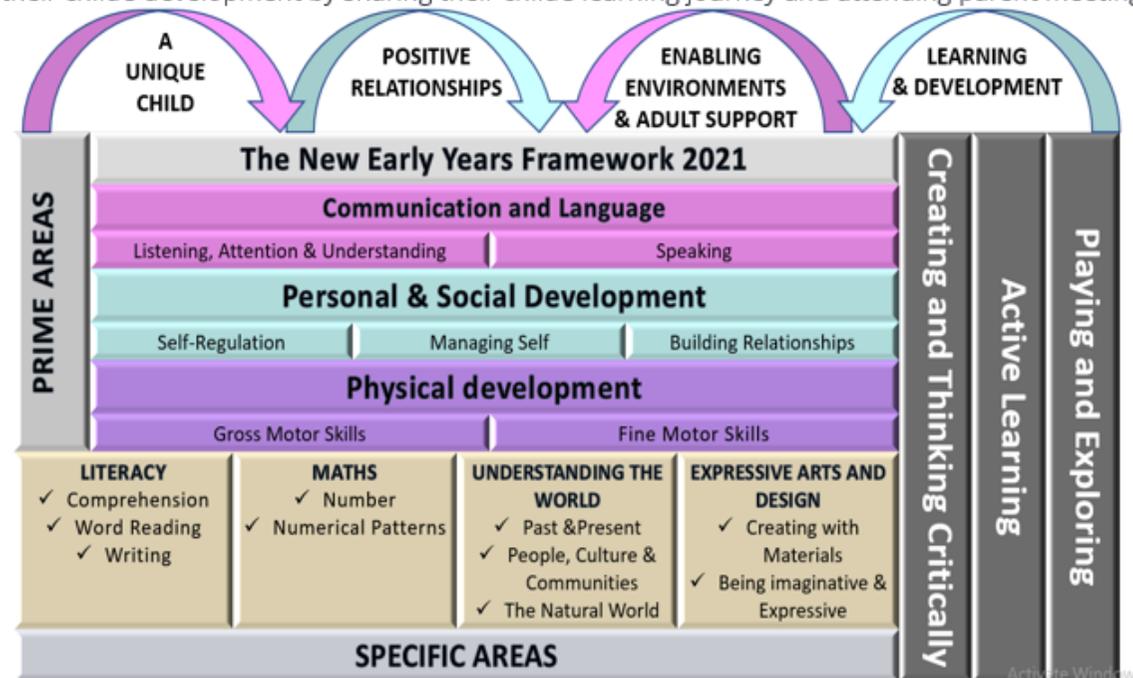
WE ARE STARS BECAUSE WE...

1. Show respect and good manners
2. Follow instructions
3. Care for everyone and everything
4. Try our best

Sandy Hill Academy will be a place where children's individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated.

To see Sandy Hill Academy as a place where children are happy, confident and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels. To see Sandy Hill Academy at the centre of our community, accessible to all, and identified as a centre for exemplary Primary Practice. At Sandy Hill Academy we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

We recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to the child's success and we encourage parents to contribute to their child's development by sharing their child's learning journey and attending parent meetings.



NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHAT WOULD IT BE LIKE IF THE WORLD WAS FROZEN?	WHICH FOOD WILL YOU CHOOSE?	WHO MADE THESE FOOTPRINTS?	WHAT LIVES DOWN AT THE BOTTOM OF THE GARDEN?	WHAT IS IT LIKE TO BE BESIDE THE SEASIDE?
 <p>OVER ARCHING PRINCIPLES</p>	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Sandy Hill Academy Nursery, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are <u>kept healthy and safe at ALL times</u>.</i></p>					

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.



AUTUMN

SPRING

SUMMER

THE BIG QUESTION!

WHO AM I?

WHAT WOULD IT BE LIKE
IF THE WORLD WAS
FROZEN?

WHICH FOOD WILL YOU
CHOOSE?

WHO MADE THESE
FOOTPRINTS?

WHAT LIVES DOWN AT
THE BOTTOM OF THE
GARDEN?

WHAT IS IT LIKE TO BE
BESIDE THE SEASIDE?

THEMES

All about me
Healthy Me
Homes and houses
Families

Frozen Planet
Bonfire Night
Christmas

Healthy Eating
People who help us

Dinosaurs
Animals
Jungles
Habitats

Minibeasts
Sowing and Growing
Farming
Life cycles

Seaside
Under the Sea

These themes may be adapted at various points to allow for children's interests to flow through the provision
WELL-BEING & Behaviour For Learning

FOCUS TEXTS

The Colour Monster
Elmer
Here we are
Let's build a house!
Super Duper you!
The Three Little Pigs

Frozen
Lost and Found
Owl's Winter Rescue
The Bear
Cuddly Dudley
Little Polar Bear
The Gingerbread Man

Oliver's Vegetables
Which Food will you
Choose?
Handa's Surprise
Mr Wolf's Pancakes
The Little Red Hen

The Tiger who came to
Tea
Dear Zoo
Harry and his bucketful
of dinosaurs
Rumble in the Jungle
Goldilocks and the
Three Bears

Superworm
The Very Hungry
Caterpillar
How much does a
Ladybird Weigh?
How do you make a
Rainbow?
The Enormous Turnip

What the ladybird heard
at the seaside
Sharing a shell
Clean Up!
The Snail and The Whale
Little Red Riding Hood

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

ENRICHMENT

Autumn Trail – local
area walk National
Poetry Day 6th October
Prickles and Paws talk
Harvest Loaf workshop

Prickles and Paws
Hedgehogs
Bonfire Night/Fire /
Sparkler safety/firefighter
visit/Guy Fawkes
Remembrance Day
Diwali Dancing Exploring
Toys of the past
Nursery Rhyme week

Visit from key workers
:Nurse /police
officer/vet/soldier visit
Valentines Day
Cooking vegetables
soup/bread
Tasting food from
different cultures
Chinese New Year

Mother's Day
World Book Day 2nd
March
Easter bonnet parade
STEM animal Visit
minibeasts
Animal Art
Creating Maps

Bodmin Plant and Herb
Nursery
Eden /
Heligan
Caterpillars to Butterflies
(observation of growth)
Forest School activities
Bug Hotels
World Bee Day
Nursery Sports Day

Rock Pool roadshow visit
Under the Sea – singing
songs and sea shanties
Father's Day
Heathy Eating Week
World Environment Day

		<p>Making Gingerbread Men</p> <p>Ice experiment: How can we make ice? How can we melt ice the quickest?</p> <p>Children in Need</p> <p>Anti-Bullying week</p> <p>Christmas Time / Nativity</p>	<p>National Story Telling Week</p>		<p>EYFS Teddy Bears Picnic</p>	
<p>COMMUNICATION AND LANGUAGE</p>	<p>WellComm assessments</p> <p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions</p> <p>Answering questions (what, who, where, when)</p>	<p>Use short sentences to explain</p> <p>Listen to stories and songs with interest and engagement</p> <p>Using a wide range of words appropriately and in context</p>	<p>WellComm assessments</p> <p>Joining in with familiar stories and rhymes</p> <p>Using different vocabulary including scientific and linked to stories</p> <p>Starting to show understanding of 'why' questions</p>	<p>Respond appropriately when questioned</p> <p>Pose my own simple questions to find out more</p> <p>Develop vocabulary</p> <p>Join in and recall stories with repetition</p>	<p>WellComm assessments</p> <p>Take turns to speak in a conversation</p> <p>Explore the use of conjunctions to connect ideas</p> <p>Use language to explain, retell, describe</p>	<p>Respond to a range of question types- particularly link to 'why' questions</p> <p>Express a point of view</p> <p>Develop a wide ranging vocabulary- scientific and descriptive</p>
<p>PSED (SCARF)</p>	<p><u>SCARF: Me and My Relationships</u></p> <p>Marvellous Me!</p> <p>I'm Special</p> <p>People who are special to me</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules Class Dojos</p>	<p><u>SCARF: Valuing Difference</u></p> <p>Me and my friends</p> <p>Friends and family</p> <p>Including everyone</p> <p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own coat and shoes on</p>	<p><u>SCARF: Keeping myself safe</u></p> <p>People who keep me safe</p> <p>Safety indoors and outdoors</p> <p>What's safe to go into my body</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Handwashing</p>	<p><u>SCARF: Rights and Responsibilities</u></p> <p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p> <p>Healthy eating: Fruit snacks and looking after our vegetable patch</p>	<p><u>SCARF: Being My Best</u></p> <p>What does my body need</p> <p>I can keep trying</p> <p>I can do it!</p> <p>Importance of exercise</p> <p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p><u>SCARF: Growing and changing</u></p> <p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p> <p>Transition into Reception</p>
<p>PHYSICAL DEVELOPMENT</p>	<p>Revise and use fundamental movement skills e.g. run, jump hop</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p> <p>Develop dominant hand for pencil control</p> <p><u>Healthy Movers</u></p> <p>Agility and Locomotion</p> <p><u>Write Dance</u></p>	<p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>Use a range of tools effectively including pencils and scissors</p> <p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc</p> <p><u>Healthy Movers</u></p> <p>Healthy Eating & Oral Health / Coordination/Object Control</p>	<p>Demonstrate different ways of moving</p> <p>Use of large scale movements and balancing</p> <p>Using one handed tools and equipment</p> <p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p> <p><u>Healthy Movers</u></p> <p>Balance/Stability & Body Image & Body Confidence</p>			

	<u>Scissor Skills</u>		<u>Write Dance</u>		<u>Write Dance</u>	
			<u>Scissor Skills</u>		<u>Scissor Skills</u>	
LITERACY	<p>Phonic Sounds: Little Wandle Letters and Sounds Revised – Foundations for Phonics</p> <p>Developing mark making skills through gross motor movements Join in with stories, rhymes and songs</p>	<p>Phonic Sounds: Little Wandle Letters and Sounds Revised – Foundations for Phonics</p> <p>Developing play linked to stories and retelling Sequencing and retelling stories Developing print knowledge</p>	<p>Phonic Sounds: Little Wandle Letters and Sounds Revised – Foundations for Phonics</p> <p>Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum</p>	<p>Phonic Sounds: Little Wandle Letters and Sounds Revised – Foundations for Phonics</p> <p>Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making.</p>	<p>Phonic Sounds: Letters and Sounds Revised – Beginning Phase 2 Whole class</p> <p>Aspect 7 of Foundations for Phonics: Oral blending and segmenting</p> <p>Reading: 's' 'a' 't' 'p' 'i' 'n' Focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Acquiring and using new vocabulary</p>	<p>Phonic Sounds: Letters and Sounds Revised – Beginning Phase 2 Whole class</p> <p>Aspect 7 of Foundations for Phonics: Oral blending and segmenting</p> <p>Reading: 's' 'a' 't' 'p' 'i' 'n' Beginning to orally segment and blend words including 's' 'a' 't' 'p' 'i' 'n' sounds. Focus on segmenting and blending orally</p> <p>Initial sounds Rhyming Developing emergent writing Sequence and retell events and stories Write own name</p>
	<p>Reading: Understand the five key concepts about print: • print has meaning • print can have different purposes• we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Writing: Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>					

<p>MATHS</p>	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes Discuss routes and locations- positional language</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>Patterns- use patterned story The Train Ride- easy retelling</p> <p>Patterns Create and extend ABAB patterns</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>More and fewer</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>
<p>UNDERSTANDING THE WORLD</p>	<p>Seasonal Change</p> <p>Understanding of community, cultures and people through diverse books and stories</p>					
<p>EXPRESSIVE ART AND DESIGN</p>	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Remember and sing entire songs</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories and pitch match songs</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p>	<p>Perform and create poems, songs and stories and play instruments</p> <p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p>

ART AND DESIGN BASED SKILLS						Develop pencil and tool control to create complex and detailed picture
	Colour identification Colour mixing	Drawing with accuracy Selecting tools for a purpose	Primary colours Colour mixing with intent	Joining materials together	Exploring the use of textures	Consolidation and depth