

Hazel Ley Academy

Long Term Plan 2023-2024 – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me My family, my school, my environment, the people around me, people who help us.	Journeys Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth	Dinosaurs What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction	Growing and changing Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow.	Animals and their babies. Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth	Heroes and adventures Valentina Tereshkova (Russian Cosmonaut) Ernest Shackleton (explorer) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner)
Communication and Language	Listen to others one on one or in small groups, e.g., talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they	Follow directions e.g., Simon says games. Join in with repeated refrains and familiar stories e.g., poems, stories, songs, call and response games etc. Show understanding of prepositions such as 'under, on top'. Use vocabulary from recently read stories in conversations e.g., names of vehicles from transport books. Ask questions using what, where, when and	Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive	Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them. Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water. Use newly acquired vocabulary to name and describe, and	Describe a pretend object in play-based situations, e.g., this is my tractor, I am ploughing my field (whilst riding a tricycle) Question to understand why things happen e.g., who, what, when how. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... Role plays the story of the hungry caterpillar,	Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order; their school day, or a special event. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and

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	<p>know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>why to find out more about journeys. To look at key phrases from the topic books and for the children to remember key phrases from the book. Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray. .</p>	<p>anymore, they lived a long time ago. Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because... Use newly acquired vocabulary, e.g., dinosaur names and descriptive language e.g. stomp, roar, scales, horns, plates, to discuss dinosaurs. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc</p>	<p>in conversations. Apply new vocabulary to explain changes noticed in plants. E.g., this plant did not grow well because the soil was too dry. Create a storyboard to retell the Tiny Seed; identify the different places the seeds landed. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next. Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.</p>	<p>sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p>	<p>experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently</p>
Personal, Social and Emotional	<p>Jigsaw – Being Me in My World Talking about themselves All about me Learn school and class rules Building relationships with adults and peers</p>	<p>Jigsaw – Celebrating Difference Looking at similarities and differences between ourselves Making choices in their learning Building positive relationships</p>	<p>Jigsaw – Dreams and Goals Building positive relationships Turn taking games Building confidence Children to talk about what they want to do when they get older</p>	<p>Jigsaw – Healthy Me Building positive relationships Turn taking games Building confidence Developing independence Making choices in their learning</p>	<p>Jigsaw – Relationships Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence</p>	<p>Jigsaw – Changing Me Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence</p>

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	<p>Daily opportunities to develop control of their behaviour</p> <p>Turn taking games</p> <p>Learning school routines</p> <p>Making choices in their learning</p> <p>Using manners</p> <p>What makes a good friend?</p> <p>How to handle challenges</p> <p>Tidying up</p>	<p>Turn taking games</p> <p>Celebrating – Diwali/Christmas</p> <p>Building confidence</p> <p>Labelling emotions</p> <p>Talking about how we express emotions</p> <p>Body language</p> <p>Using manners</p> <p>How to be a good friend</p> <p>How to be resilient</p> <p>Tidying up</p>	<p>Set their own goals/targets</p> <p>Share their dreams</p> <p>Developing independence</p> <p>Making choices in their learning</p> <p>Look at how we can resolve conflicts.</p> <p>Using manners</p> <p>Celebrating – Chinese New Year</p> <p>How to be resilient</p> <p>Tidying up</p>	<p>Healthy eating</p> <p>Healthy choices</p> <p>Using manners</p> <p>Celebrating – Eid</p> <p>Resolving conflicts</p> <p>How to help others</p> <p>How to persevere</p> <p>Tidying up</p>	<p>Making choices in their learning</p> <p>Celebrating – King’s Coronation</p> <p>How to look after other people</p> <p>How to care for animals/environment</p> <p>How to bound back after difficulties</p> <p>Tidying up</p>	<p>Making choices in their learning</p> <p>Managing transition</p> <p>Look at what we’ve done this year</p> <p>Winning and losing – Sports Day</p> <p>Tidying up</p>
Physical	<p>Fine Motor</p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Cutting up lunch</p> <p>Using utensils at snack time.</p>	<p>Fine Motor</p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Cutting up lunch</p> <p>Doing up zips</p>	<p>Fine Motor</p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Cutting up lunch</p> <p>Doing up buttons</p>	<p>Fine Motor</p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Cutting up lunch</p>	<p>Fine Motor</p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Cutting up lunch</p>	<p>Fine Motor</p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Cutting up lunch</p>
	<p>Gross Motor</p> <p>Climbing</p>	<p>Gross Motor</p> <p>Climbing</p>	<p>Gross Motor</p> <p>Climbing</p>	<p>Gross Motor</p> <p>Climbing</p>	<p>Gross Motor</p> <p>Climbing</p>	<p>Gross Motor</p> <p>Regular toileting and handwashing</p> <p>Running games</p>

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	<p>Regular toileting and handwashing Running games Using chalk Throwing balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on Drinking water</p>	<p>Regular toileting and handwashing Running games Using chalk Passing balls to each other Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Drinking water Showing different emotions to music</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Dancing/Moving to music Drinking water</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up Know the importance of a healthy lifestyle Drinking water Moving like a</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games Drinking water Moving like</p>	<p>Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing/Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games/Sports Day Drinking water Moving like explorers</p>
Literacy	<p>Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language. Initial sounds and simple CVC words in line with LW.</p>	<p>Fiction & Non fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories. Initial sounds and simple CCVC words and more in line with LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g.</p>	<p>Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots. Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases. Recognise common exception words within a LW.</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame,</p>	<p>Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story?</p>

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	<p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables.</p> <p>Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with Happy Handwriting.</p>	<p>writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with Happy Handwriting.</p>	<p>paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with Happy Handwriting.</p>	<p>Write simple phrases and sentences.</p> <p>Focus on letter formation in line with Happy Handwriting.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Role play using newly acquired vocabulary e.g. role play a coronation.</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc</p>	<p>Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry- how authors play with words</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p>
Mathematics	<p>Numbers zero to five</p> <p>Representing on fingers and other concrete counting</p> <p>Counting stamps, claps and jumps to 10 and beyond where appropriate</p> <p>Regular referral to calendar, weather, days</p>	<p>Recognising numbers 0-10</p> <p>Representing on fingers and other concrete counting (show me)</p> <p>Counting 0-10 – Zero Superhero</p> <p>Number formation (gross motor) with paint, with fingers in</p>	<p>Moving on to showing numbers 0-10 on fingers.</p> <p>Link to familiar songs: Ten Little Monkeys</p> <p>Once I caught a fish alive.</p> <p>Counting stamps, claps and jumps to 5</p> <p>Maths meetings – to include</p>	<p>Building confidence showing 0-10 on fingers</p> <p>Identifying different shapes based on properties.</p> <p>Exploring measuring using unifix</p> <p>Relative size: small, big, biggest.</p> <p>Reasoning with shapes: if a triangle is</p>	<p>Using marks to represent number (tallies) then representing with unifix cubes (simple bar modelling)</p> <p>Strategies for counting with 1-to-1 correspondence.</p> <p>Model using giant counting</p>	<p>Number blocks (1-5) – link to NCETM materials</p> <p>Making numberbooks</p> <p>Reinforcing counting using objects with 1-to-1 correspondence.</p> <p>Using marks to represent numbers.</p> <p>Comparing groups of</p>

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<p>Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.</p>	<p>Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica</p>	<p>The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
<p>The Natural World (Science) The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses,</p>	<p>The Natural World (Science) Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter?</p>	<p>The Natural World (Science) Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of</p>	<p>The Natural World (Science) Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not</p>	<p>The Natural World (Science) Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we</p>	<p>The Natural World (Science) Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p>

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	<p>leaves changing colour. Forces: push, pull, twist</p>	<p>Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings</p>	<p>limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>	<p>include? Sketch some ideas and write about the design.</p>	
<p>Expressive Arts and Design</p>	<p>Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music. Miro’s work</p>	<p>Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro’s season paintings. Cutting: snowflake design Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf Pissarro’s seasons paintings</p>	<p>Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst’s Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel</p>	<p>Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets</p>	<p>Animals in art. A study of Rousseau’s “Tiger in a Tropical Storm”. Painting real fish with ink and wax resist. Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer’s Apprentice Van Gogh’s Sunflowers</p>	<p>People in art. Looking at Degas’ ballerinas. Practising drawing people. Creating clay sculptures of “Miro-like” people. Fashion: experimenting with fabric to design a suitable piece of sports wear Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel Degas’ Ballet Dancer</p>

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			Jackson Pollock	Playing with Sounds: Singing Games including call and response Lowry's houses and architecture of Hunderwasser		
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Enrichments Opportunities	Family Day Bring in a picture of your family Autumn walk	Bonfire food tasting Indian food tasting Making Diwali objects Christmas baking Christmas performance	Trip to the library Chinese New Year Food tasting Dinosaur workshop	Easter baking Visit/set up a garden centre	Farm visit Hatching ducks/chicks	Superhero dress up day Transition – Visit to school
Parental Engagement	Home Visits Stay and Play sessions Parents Evening WOW Moments	Christmas Play Poppy Display Christmas Crafts WOW Moments	Maths Workshop Family Friday Reading Morning WOW Moments	Parents Evening World Book Day Family Friday Easter Crafts Reading Morning WOW Moments	Family Friday Reading Morning WOW Moments Reading session	Sports Day Graduation Family Friday Reading Morning WOW Moments