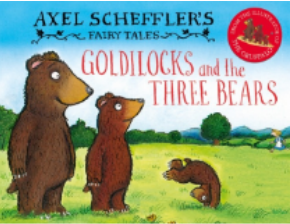
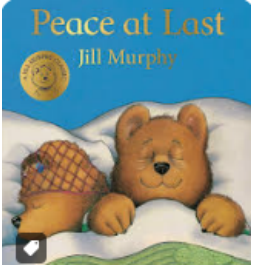
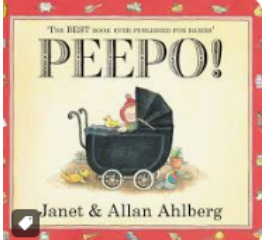
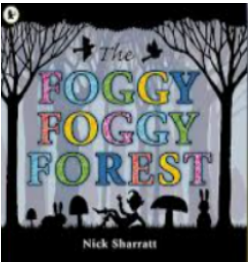
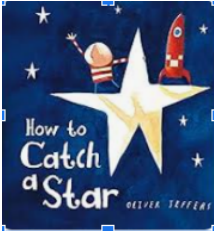
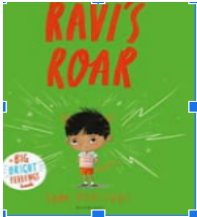
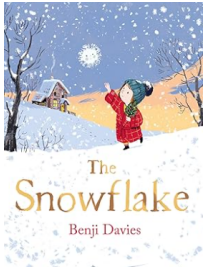
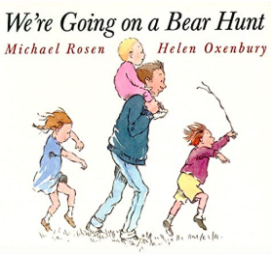
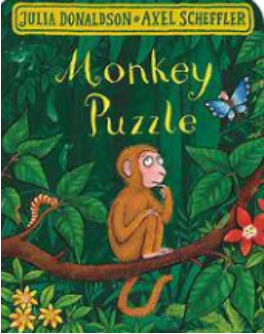
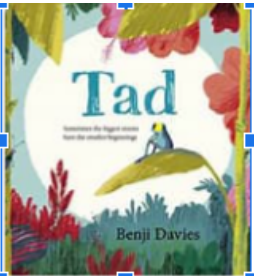
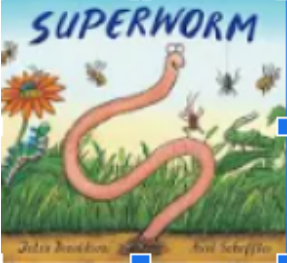
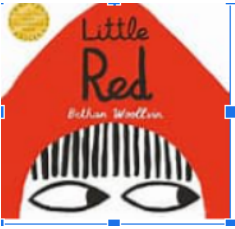
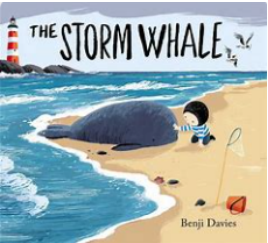
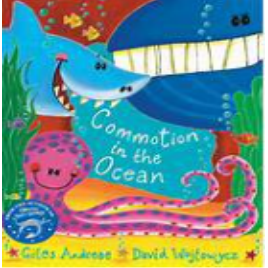
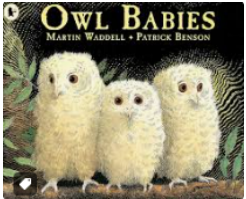
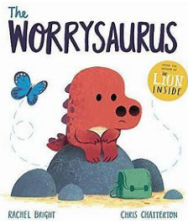
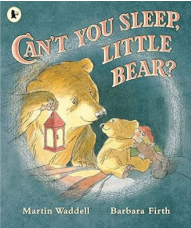




Hollingwood Academy Long Term Plan – Nursery



The EYFS curriculum at Hollingwood Primary school is a reading inspired curriculum with stories and skills at the heart. Each half term we immerse our children in high quality books and staff use highly effective questioning and prompts based on the Blank Levels to support and extend students' independent learning. We develop language and oracy through a language rich provision and role play areas to develop communication and language. There are high expectations for all pupils.

HT1	HT2	HT3	HT4	HT5	HT6
Topic Texts					
   	   	   	   	   	   
Story Project					
					

Provocation for learning					
Happy to be Me! What makes me feel happy?	Where did all the leaves go? Do we all celebrate the same?	What is Snow? How can we travel to space?	How do animals grow and change? How have I changed?	What is a minibeast? Where do minibeasts live?	What can you see in Summer? Who lives in the ocean?
Literacy					
<u>Mark-Making:</u> Enjoys the sensory experience of making marks <u>Reading:</u> Is interested in and anticipates books and rhymes and may have favourites.	<u>Mark-Making:</u> Begins to understand the cause and effect of their actions in mark making Knows that the marks they make are of value <u>Reading:</u> Begins to join in with actions and sounds in familiar songs and books.	<u>Mark-Making:</u> Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. <u>Reading:</u> Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. “Humpty Dumpty sat on a ...”	<u>Mark-Making:</u> Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Sometimes gives meaning to their drawings and paintings <u>Reading:</u> Has some favourite stories, rhymes, songs, poems or jingles Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Listens to and joins in with stories and poems, when reading one-to-one and in small groups	<u>Mark Making:</u> Sometimes gives meaning to their drawings and paintings Includes mark making and early writing in their play Makes up stories, play scenarios, and drawings in response to experiences, such as outings <u>Reading:</u> Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Begins to develop phonological and phonemic awareness -Shows awareness of rhyme and alliteration -Recognises rhythm in spoken words, songs, poems and rhymes -Claps or taps the syllables in words during sound play -Hears and says the initial sound in words.	<u>Mark Making:</u> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes <u>Reading:</u> Continue to develop phonological and phonemic awareness -Shows awareness of rhyme and alliteration -Recognises rhythm in spoken words, songs, poems and rhymes -Claps or taps the syllables in words during sound play -Hears and says the initial sound in words.
Phonics					
<u>Little Wandle</u> No sounds – focus on Rhyme time and settling children into our setting’s routines.	<u>Little Wandle</u> Sound focus - s a t p i n m	<u>Little Wandle</u> Sound focus - d g o c k e	<u>Little Wandle</u> Sound focus - u r h b f	<u>Little Wandle</u> Sound focus - l j v w y z qu	<u>Little Wandle</u> Sound focus - ch ck x sh th ng nk
Sound Focus Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting’s calendar.) In each session, play: What’s in the box? (Learn the sound) One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day’s session. Oral Blending Focus In each session, play: Blend from the box (Blend with the sound) One of these oral blending games: Can you do the actions? Can you touch your ... ? What’s that noise? (Practise blending) The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day’s session.					

Numeracy - White Rose Maths Scheme

<u>Number - (Comparison, counting and subitising)</u> Explore composition of number through number rhymes. More than, fewer than, same.	<u>Number - (Comparison, counting and subitising)</u> Hear and say number names Begin to order number names. Subitising – I see 1,2,3. Subitising – Show me 1,2,3. Move and label 1,2,3.	<u>Number - (Comparison, counting and subitising)</u> Take and give 1,2,3 Subitising – talking about dots (1-5) Counting 1-10	<u>Number - (Comparison, counting and subitising)</u>Subitising 1-5 Reciting 1/10 Counting 1-10 Showing fingers 1-5	<u>Number - (Comparison, counting and subitising)</u> Subitising 1-5 Make games and actions. Reciting 1-20 Counting - Show me 5.	<u>Number - (Comparison, counting and subitising)</u> Reciting 1-10 Counting – Stop at 1,2,3,4,5.
<u>Numerical Patterns (Comparison, Shape, Space and Measure, Pattern)</u> Explore and build shapes and objects. Explore repeats.	<u>Numerical Patterns (Comparison, Shape, Space and Measure, Pattern)</u> Join in with repeats. Explore position and space.	<u>Numerical Patterns (Comparison, Shape, Space and Measure, Pattern)</u> Explore position and routes Explore patterns Match, talk, push and pull.	<u>Numerical Patterns (Comparison, Shape, Space and Measure, Pattern)</u> Compare and sort collections. Lead on own repeats. Start to puzzle.	<u>Numerical Patterns (Comparison, Shape, Space and Measure, Pattern)</u> Making patterns together. My own pattern. Match, sort, compare.	<u>Numerical Patterns (Comparison, Shape, Space and Measure, Pattern)</u> My own pattern. Match, sort, compare.

Understanding the world

Remembers where objects belong Is interested in photographs of themselves and other familiar people and objects Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Notices detailed features of objects in their environment Plays with water to investigate “low technology” such as washing and cleaning	Can talk about some of the things they have observed such as plants, animals, natural and found objects Learns that they have similarities and differences that connect them to, and distinguish them from, others Uses pipes, funnels and other tools to carry/transport water from one place to another	Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Shows interest in the lives of people who are familiar to them Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet	Begin to understand the effect their behaviour can have on the environment Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows interest in different occupations and ways of life indoors and outdoors Knows that information can be retrieved from digital devices and the internet
Starting Nursery Exploring a new environment and learn new routines	Signs of Autumn Autumn Walk Change Festivals: Diwali, Bonfire night, Christmas Start our visits to the forest	Festivals: Chinese New Year, Shrove Tuesday Ramadan Looking at changes of ice/snow Winter Walk snowy animals -where they live, what they eat When can we see the Moon and Stars	Signs of spring Spring Walk Mother’s Day and Easter Looking at baby animals and how they change.	Growth/new life Eggs/butterfly cycle Growing grass Where can we find mini beasts?	Naming sea creatures and talk about where they live How can we help look after our oceans and the animals that live in them? What journey’s have I been on and how did I get there?

Expressive Art and design					
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Artist Focus: <u>Wassily Kandinsky</u>	Artist Focus: <u>Jackson Pollock</u>	Artist Focus: <u>Vincent Van Gogh</u>	Artist Focus: <u>Claude Monet</u>	Artist Focus: <u>Alma Thomas</u>	Artist Focus: <u>Henri Matisse</u>
Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression	Notices and becomes interested in the transformative effect of their action on materials and resources	Enjoys and responds to playing with colour in a variety of ways, for example combining colours	Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i>	Enjoys joining in with moving, dancing and ring games	Taps out simple repeated rhythms
Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments	Pretends that one object represents another, especially when objects have characteristics in common	Uses 3D and 2D structures to explore materials and/or to express ideas	Begins to make believe by pretending using sounds, movements, words, objects	Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
	Expresses self through physical actions and sound	Creates sounds by rubbing, shaking, tapping, striking or blowing	<i>Creates rhythmic sounds and movements</i>	Uses tools for a purpose	Creates sounds, movements, drawings to accompany stories
		Joins in singing songs		Plays alongside other children who are engaged in the same theme.	Engages in imaginative play based on own ideas or first-hand or peer experiences.
				Continues to explore colour and how colours can be changed	Uses available resources to create props or creates imaginary ones to support play.
Communication and Language					
Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations	Beginning to join in with story time – listening and staying focused.	Listens with interest to adults when they read stories	Single channelled attention.	Listens to others in one-to-one or small groups, when conversation interests them	Develop focusing attention
Understands different situations - able to follow routine events and activities using nonverbal cues	Understands simple sentences (e.g. <i>Throw the ball</i>)	Develop single channelled attention.	Understands <i>who, what, where</i> in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>)	Listens to familiar stories with increasing attention and recall	Is able to follow directions (if not intently focused)
Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>)	Beginning to ask simple questions	Beginning to understand more complex sentences	Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)	Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture	Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i>
	Beginning to talk about people and things that are not present	Holds a conversation, jumping from topic to topic	Uses a variety of questions (e.g. <i>what, where, who</i>)	Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)	<i>Builds up vocabulary that reflects the breadth of their experiences</i>
	Develop single channelled attention.	Learns new words very rapidly and is able to use them in communicating	Uses longer sentences (e.g. <i>Mummy gonna work</i>)	Can retell a simple past event in correct order	<i>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</i>
			Beginning to use word endings (e.g. <i>going, cats</i>)		<i>Beginning to use a range of tenses (e.g. play, playing, will play, played)</i>

Personal, Social and Emotional Development					
Explores the environment, interacts with others and plays confidently while a familiar adult is close by	Enjoys playing alone and alongside others and is also interested in being together and playing with other children	Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.	Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it	Seeks out companionship with adults and other children, sharing experiences and play ideas	Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play
Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes.	Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.	Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions	Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves	Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words	Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement	Responds to the feelings of others, showing concern and offering comfort	Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows	Enjoys a sense of belonging through being involved in daily tasks	Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings
Physical Development					
Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions	Shows interest, dances and sings to music rhymes and songs, imitating movements of others	Runs safely on whole foot	Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning	When holding crayons, chalks etc, makes connections between their movement and the marks they make	Begins to walk, run and climb on different levels and surfaces	Begins to understand and choose different ways of moving	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling	Shows interest in indoor and outdoor clothing and shoes/wellingtons. Attempts to put on own coat and shoes.	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools	Jumps up into the air with both feet leaving the floor and can jump forward a small distance	Can name and identify different parts of the body	Observes and can describe in words or actions the effects of physical activity on their bodies.
		Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support	Feeds self competently	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	Creates lines and circles pivoting from the shoulder and elbow
		Can hold a cup with two hands and drink well without spilling	Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots		Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.