

NURSERY LONG

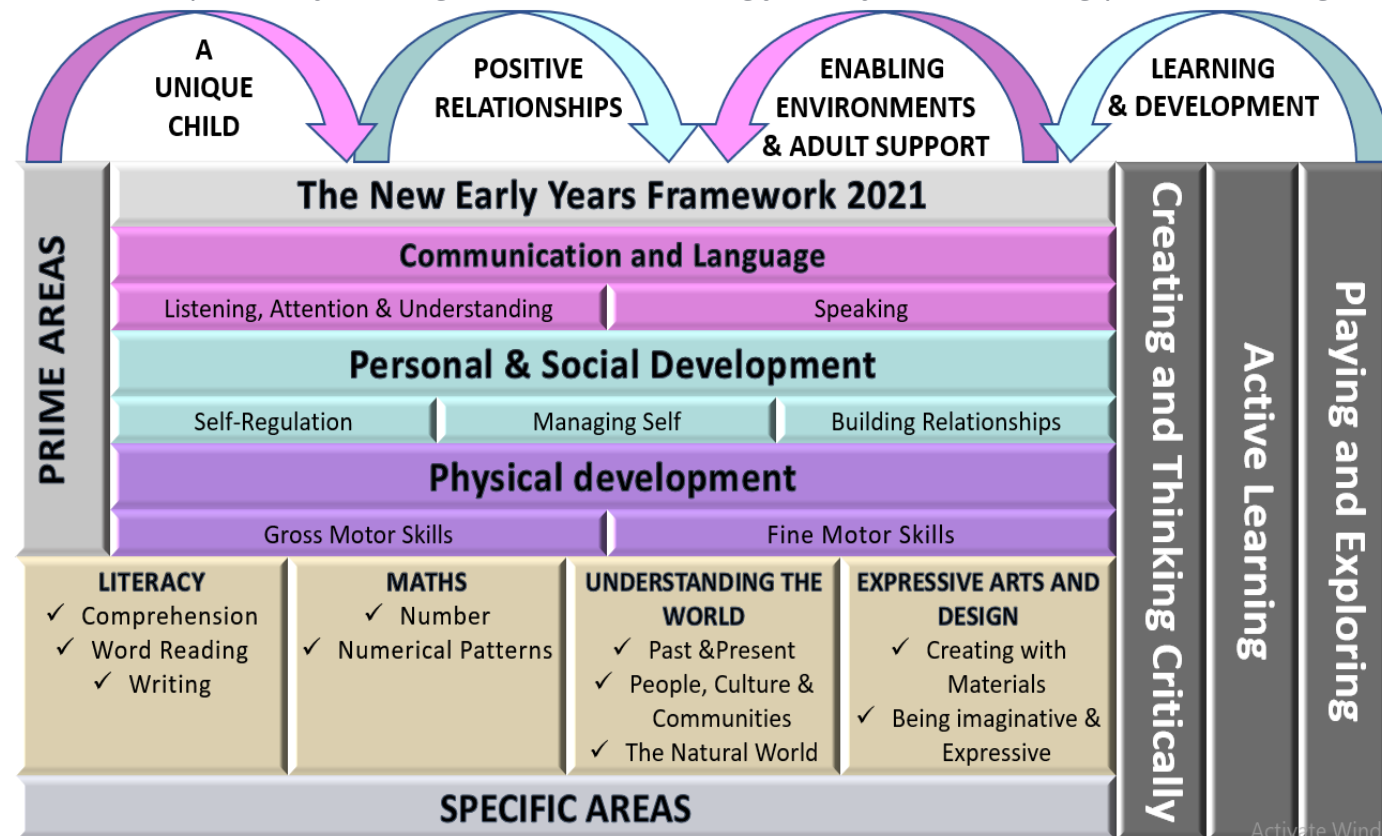
TERM PLAN 21-22



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.

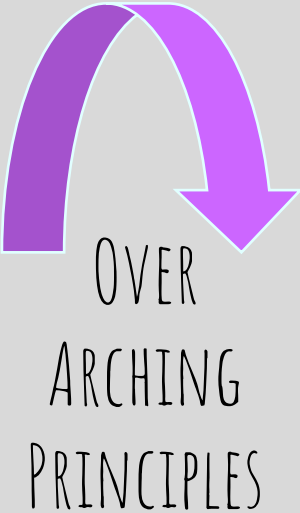


NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p> <p>WELL-BEING & BEHAVIOUR FOR LEARNING</p>	<p>ALL ABOUT ME!</p> <p>Starting nursery / marvellous me / I am special / me and my relationships / my new class / My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p>LETS CELEBRATE!</p> <p>Little Red Hen – Harvest PSED focus Valuing Difference Library visits Bonfire Night Celebrations The Nativity Gingerbread Man Christmas</p>	<p>PEOPLE WHO HELP US!</p> <p>PSED focus People who help to keep me safe Emergency vehicles Show interests in different occupations</p>	<p>COME OUTSIDE!</p> <p>Plants & Flowers Weather / seasons The great outdoors Where do we live in the UK / world? Forest School Planting seeds Reduce, Reuse & Recycle Fun Science / Materials</p>	<p>AMAZING ANIMALS!</p> <p>Animal Arts and crafts Night and day animals Animal patterns Down on the Farm Mini Beasts Habitats Life Cycle of a Butterfly/Frog</p>	<p>FUN AT THE SEASIDE!</p> <p>Under the sea Off on holiday / clothes Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art</p>
<p>HIGH QUALITY TEXTS</p>	<p>Elmer The Colour Monster Super Duper You The Big Book of Families How Can I Help Roly the Hedgehog? Nursery rhyme – 'If You're Happy and You Know It'</p>	<p>The Little Red Hen Peppa's Diwali Nursery rhyme – 'Twinkle Twinkle Little Star' How to Catch a Star The Gingerbread Man Christmas Story / Nativity</p>	<p>The Jolly Postman Mog and the Vet Non-fiction People who help us Kind Nursery rhyme – 'Doctor Foster'</p>	<p>The Tiny Seed Oliver's Vegetables We're Going on a Bear Hunt Tree, Seasons come and seasons go Nursery rhyme – 'Pitter Patter Rain Drops'</p>	<p>One Night in the Zoo Dear Zoo Rumble in the Jungle What the Ladybird Heard The Very Hungry Caterpillar Mad About Minibeasts Nursery rhyme – 'Old MacDonald Had a Farm'</p>	<p>Commotion in the Ocean Under the Sea Non – Fiction Rainbow Fish Sharing a Shell What the Ladybird Heard at the Seaside Nursery rhyme – 'I Do Like to Be Beside the Seaside'</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Autumn Walk Healthy Movers Pet African Snails Harvest Loaf Birthdays Prickles and Paws Hedgehog talk Favourite Nursery Rhymes</p>	<p>Bonfire Night Christmas Time / Nativity Diwali Remembrance day Making Gingerbread Men World Space Week Children in Need Anti- Bullying Week</p>	<p>Chinese New Year National Storytelling week 30th Jan-6th Feb Random Acts of Kindness Week Fire fighter/Police/Nursery visit</p>	<p>Nursery garden picnic Planting seeds Easter time World Book Day 3rd March Easter bonnet parade Nature Scavenger Hunt Mother's Day Science Week Easter Egg Hunt</p>	<p>Animal Art week Let's go on Safari - An animal a day! Tadpoles Caterpillars</p>	<p>Rock Pool roadshow visit Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day</p>

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 <p>OVER ARCHING PRINCIPLES</p>	<p>Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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>					
	<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.’</i> EYFS Team</p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					

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

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SANDY HILL ACADEMY VISION AND VALUES	We are Sandy Hill Stars because... 1. Show respect and good manners 2. Follow instructions 3. Care for everyone and everything 4. Try our best	Kindness & Self-belief Books: Kindness: Lost and Found Self belief Gruffalo How to Catch a Star	Kindness & Self-belief Books: Kindness: Lost and Found Self belief Gruffalo How to Catch a Star	Respect & resilience Books Respect: How to be a lion- Leonard Resilience: The very busy spider	Responsibility & curiosity Books Responsibility: The day the crayons quit Curiosity: Look Up!	Preparing for Reception Books The Colour Monster goes to School Managing feelings Ruby's Worry
	Diversity Texts to be read throughout the year during story time sessions					

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly norman Incredible you I see things differently Mr Gorski I think I have	Its ok to be different When Charlie met emma Only one you Don't call me special Happy to be me	My pirate mums Mt two grandads The girl with two dads More people to love me Our class is a family Love makes a family

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BRITISH VALUES WEEKLY EARLY YEARS PICTURE NEWS SESSION	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Nursery Baseline data on entry On going observations EYFS team meetings Nursery Observation Checkpoints</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Nursery Observation Checkpoints</p>	<p>In-house - Nursery Baseline data on entry (January starters) GLD Projections for EOY On going observations EYFS team meetings Phase meeting and internal moderations Nursery Observation Checkpoints</p>	<p>Pupil progress meetings On going observations Parents evening info EYFS team meetings End of term Assessments Nursery Observation Checkpoints</p>	<p>On going observations EYFS team meetings Nursery Observation Checkpoints</p>	<p>Pupil progress meetings Reports EYFS team meetings EOY data Nursery Observation Checkpoints</p>
PARENTAL INVOLVEMENT	<p>Tour of classroom by children Staggered start sessions All About Me Boxes</p>	<p>Share Learning Journeys Nativity</p>	<p>Healthy Movers</p>	<p>Parents Evening Share Learning Journeys Easter bonnet parade</p>	<p>Healthy Movers</p>	<p>Share Learning Journeys and Proud Cloud EYFS Assemblies Nursery Graduation</p>

We recognise that all children are unique and special.



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COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS RECOMMENDED READS LIST)</p>	<p>Welcome to Nursery Settling in activities Making friends Sharing ‘All About Me Boxes’ This is me! Foundations for Phonics activities Familiar Print Sharing facts about me! Colour Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Busy Bee word focus NELI sessions throughout each week Healthy Movers – repetitive language and learning new vocabulary. Weekly Nursery rhyme</p>	<p>Tell me a story! Enjoy listening to longer stories Foundations for Phonics – listening and attention activities Develop vocabulary Tell me a story – be able to talk about familiar books and rhymes Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully Why listening is important. Busy Bee word focus NELI sessions throughout each week Healthy Movers – repetitive language and learning new vocabulary.</p>	<p>Tell me why! Using language well Ask’s why questions... Begin to express point of view Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Busy Bee word focus NELI sessions throughout each week Healthy Movers – repetitive language and learning new vocabulary.</p>	<p>Talk it through! Understand how to listen carefully and why listening is important. Use talk to organise themselves and their play Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” Sustained focus when listening to a story. Busy Bee word focus NELI sessions throughout each week Healthy Movers – repetitive language and learning new vocabulary. Weekly Nursery rhyme focus Social snack time Curiosity cuboid</p>	<p>What happened? Begin to use future and past tense. Modelling the use of simple connectives e.g. ‘and’ ‘because’ and ‘or’ Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Busy Bee word focus NELI sessions throughout each week Healthy Movers – repetitive language and learning new vocabulary. Weekly Nursery rhyme focus Social Snack time Curiosity cuboid</p>	<p>Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons Busy Bee word focus NELI sessions throughout each week Healthy Movers – repetitive language and learning new vocabulary. Weekly Nursery rhyme focus Social snack time Discussing our feelings – preparing for Reception Curiosity cuboid</p>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><u>SCARF: Me and My Relationships</u> Marvellous Me! I’m Special People who are special to me</p> <p>Class rules: Behavioural expectations in the class/boundaries set Class rules –Sandy Stars</p>	<p><u>SCARF: Valuing Difference</u> Me and my friends Friends and family Including everyone</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on</p>	<p><u>SCARF: Keeping myself safe</u> People who keep me safe Safety indoors and outdoors What’s safe to go into my body</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p>	<p><u>SCARF: Rights and Responsibilities</u></p> <p>Looking after myself Looking after others 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 I can keep trying I can do it!</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><u>SCARF: Growing and changing</u></p> <p>Growing and changing in nature When I was a baby Girls, boys and families</p> <p>Transition into Reception</p>



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PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES SUPPORTING MARK MAKING	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Large scale construction to support muscles in hands e.g. duplo and mobilo Playdough Disco Daily name writing	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, mark make or copy. Daily name writing Use large muscle movements to wave flags and make marks	Threading, cutting, weaving, playdough, Fine Motor activities. Use one handed tools and equipment – scissors and glue sticks Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Daily name writing	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to use a comfortable grip with good control when holding a mark making tool. Show a preference to a dominant hand Interactive whiteboard for large scale mark making	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and begin teaching of letter formation Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Be more confident with doing up zips and putting on own shoes.
GROSS MOTOR DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES WITH SPECIFIC FOCUS ON HEALTHY MOVERS	Healthy Movers Practice basic physical skills such as, skipping, hopping, running and jumping. Support in place for toilet training Different ways of moving to be explored with children Changing for outside play / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Healthy Movers Continue to develop movement e.g. balancing, riding scooters and ball skills. Crates play- climbing. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers Provide regular reminders about thorough handwashing and toileting.	Cooperation games i.e. parachute games Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance Support children with physical independence e.g. putting on their coat.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Support children with physical independence e.g. putting on their coat.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Be increasingly independent in meeting their own care needs.	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Make healthy choices about food, drink, activity and toothbrushing.
CONTINUOUS PROVISION;	Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, wheelbarrows, prams and carts resources in outside area. Water area outside to provide gross and fine motor skills activities and resources. Music area outside to promote movement to music. Large scale mark making opportunities both inside and outside for children to access during CP.					

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LITERACY READING COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class</p> <p>Aspect 1: General sound discrimination – environmental Aspect 2: General sound discrimination – instrumental Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon and use new skills.</p>	<p>Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class</p> <p>Aspect 1: General sound discrimination – environmental Aspect 2: General sound discrimination – instrumental Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon and use new skills.</p>	<p>Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class</p> <p>Aspect 1: General sound discrimination – environmental Aspect 2: General sound discrimination – instrumental Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon and use new skills.</p>	<p>Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class</p> <p>Aspect 1: General sound discrimination – environmental Aspect 2: General sound discrimination – instrumental Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon and use new skills.</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’</p> <p>Beginning to orally segment and blend words including ‘s’ ‘a’ ‘t’ ‘p’ ‘i’ ‘n’ sounds.</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’</p> <p>Beginning to orally segment and blend words including ‘s’ ‘a’ ‘t’ ‘p’ ‘i’ ‘n’ sounds.</p>
FROM DEVELOPMENT MATTERS 2021 LITERACY: 3 & 4 YEAR OLDS	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • 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>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary</p>					

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WRITING	<p>Daily 'Healthy Movers' activities- following programme.</p> <p>Daily name writing practice.</p> <p>Daily Phonics sessions.</p> <p>Use of 'Paint' on interactive whiteboard for large scale mark making.</p> <p>Access to an enriched environment providing children with opportunities to develop skills (indoor and out).</p> <p>Access to different tools to manipulate (all resources/ tools are modelled and taught before use).</p> <p>Half termly name writing assessment.</p> <p>'Proud Cloud' display to capture children's independent mark-making.</p> <p>'Funky Fingers' area of the classroom to develop fine motor control.</p> <p>'Dough Disco' weekly.</p> <p>Opportunities for large scale mark making activities (painting, chalkboard, and large whiteboard).</p>	<p>Daily 'Healthy Movers' activities- following programme.</p> <p>Daily name writing practice.</p> <p>CMST Early Years Music Sessions.</p> <p>Daily Phonics sessions.</p> <p>Use of 'Paint' on interactive whiteboard for large scale mark making.</p> <p>Access to an enriched environment providing children with opportunities to develop skills (indoor and out).</p> <p>Access to different tools to manipulate (all resources/ tools are modelled and taught before use).</p> <p>Half termly name writing assessment.</p> <p>'Proud Cloud' display to capture children's independent mark-making.</p> <p>'Funky Fingers' area of the classroom to develop fine motor control.</p> <p>'Dough Disco' weekly.</p> <p>Opportunities for large scale mark making activities (painting, chalkboard, and large whiteboard).</p> <p>Write Dance</p>	<p>Daily 'Healthy Movers' activities- following programme.</p> <p>Daily name writing practice.</p> <p>Small group name writing intervention.</p> <p>Use of 'Letter Join' to provide large scale opportunities to mark make and form patterns.</p> <p>Daily Phonics sessions to write sound of the week.</p> <p>Access to an enriched environment providing children with opportunities to develop skills (indoor and out).</p> <p>Access to different tools to manipulate (all resources/ tools are modelled and taught before use).</p> <p>Half termly name writing assessment.</p> <p>'Proud Cloud' display to capture children's independent mark-making.</p> <p>'Funky Fingers' area of the classroom to develop fine motor control.</p> <p>'Dough Disco' weekly.</p> <p>Opportunities for large scale mark making activities (painting, chalkboard, and large whiteboard).</p> <p>Write Dance</p>	<p>Daily 'Healthy Movers' activities- following programme.</p> <p>Daily name writing practice.</p> <p>Small group name writing intervention.</p> <p>Use of 'Letter Join' to provide large scale opportunities to mark make and form patterns.</p> <p>Daily Phonics sessions to write sound of the week.</p> <p>Access to an enriched environment providing children with opportunities to develop skills (indoor and out).</p> <p>Access to different tools to manipulate (all resources/ tools are modelled and taught before use).</p> <p>Half 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Physical Development: 3 & 4 year olds	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>					
Literacy: 3 & 4 year olds	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>					

NURSERY LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	PEOPLE WHO HELP US!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p>The mathematics curriculum at Sandy Hill has been designed to ensure that children possess the skills and knowledge that will affect them positively in their lives. Concepts are taught in blocks and have been carefully sequenced to enable learners to make connections.</p>	<p>Daily whole class sessions, group work</p> <p>Number</p> <p>Learning number rhymes and action songs</p> <p>Learning number names 1-5 (number of the day) Saying one number name for each item counted, subitising numbers to 5 and matching numerals to quantities.</p> <p>Shape, space and Measure</p> <p>Talk about and explore 2d shapes and learning about their basic properties.</p>	<p>Number</p> <p>Learning number rhymes and action songs</p> <p>Revisit numbers 1-5, Experiment with own symbols and marks as well as numerals.</p> <p>Shape, Space and Measure</p> <p>Revisit 2d shapes and their properties, begin to learn about patterns (ABAB), constructing and utilising shapes. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Number</p> <p>Learning number rhymes and action songs</p> <p>Reciting numbers past 5, linking numerals to amounts.</p> <p>Shape, Space and Measure</p> <p>Introducing positional language, discussing and describing familiar routes and locations using positional language.</p>	<p>Number</p> <p>Learning number rhymes and action songs</p> <p>Learning numbers 6-10 (number of the day) Revisit reciting numbers past 5.</p> <p>Shape, Space and Measure</p> <p>Comparing quantities such as more and fewer. Revisit comparing objects relating to size, length, weight and capacity.</p>	<p>Number</p> <p>Learning number rhymes and action songs</p> <p>Revisit learning of numbers 6-10 Beginning to solve real world maths problems up to 5. Ordering numbers from 1-5</p> <p>Shape, Space and Measure</p> <p>Talk about and explore 3d shapes and their properties. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Number</p> <p>Learning number rhymes and action songs</p> <p>Revisit cardinal principle and linking numerals to amounts. Subitising numbers. Secure counting knowledge, counting objects, actions and sounds. Ordering numbers from 1-10</p> <p>Shape, Space and Measure</p> <p>Learn to describe a sequence of events using mathematical vocabulary.</p>



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	PEOPLE WHO HELP US!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!

UNDERSTANDING THE WORLD RE / FESTIVALS

At Sandy Hill Academy we aim to provide every child with a greater understanding of themselves, the world and the people within it

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<p>Myself/My life/My special things/People who are special to me:</p> <p>Share All About Me boxes to share special things about ourselves and our families. Autumn Hunt in our Nursery garden Observe seasonal changes Use all their senses in hands-on exploration of natural materials (this will be supported through half termly visual and sensory display) Talk about what they see, using wide vocabulary Discuss weather</p>	<p>Special times: Diwali, Bonfire night, Christmas, Nocturnal animals:</p> <p>Hedgehogs Recycling-caring for our environment Observe daily weather Explore how things work. Begin to make sense of their own life-story and family history. The Christmas story</p>	<p>People who help us/Our community:</p> <p>Special times: Chinese New Year, Shrove Tuesday Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Visit from police/nurse/firefighter.</p>	<p>The natural world:</p> <p>Special times: St Pirans day, Mothing Sunday Easter Explore how things work. 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. Grow our own sunflowers and vegetables.</p>	<p>Animals and their habitats:</p> <p>The life cycle of a frog/butterfly Learning how to respect and care for living things and our natural environment Use Handa's Surprise to explore a different country. Look at the difference between transport in this country and one other country. them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p>	<p>Stories:</p> <p>Links to RSED within traditional tales e.g. 'The Three Little Pigs' Begin to make sense of their own life story and family's history. Explore and talk about the different forces they can feel.</p>
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RE in Nursery (Cornwall agreed syllabus):

RE in the nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for their development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role-play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seeking opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

Themes which lend themselves to opportunities for RE work include the following:

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
People special to me	Special places	The natural world

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.

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GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	PEOPLE WHO HELP US!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</p> <p>Small world topic based play experiences. Model and teach using resources appropriately such as, scissors and glue sticks. Explore different materials such as long strips of paper, boxes and different surfaces to work on. Free painting. Emotion drawings. Leaf hedgehogs. Cotton bud acorns. Begin to develop their own ideas about what to make and how to choose resources for purpose. Identify meaning to marks which they draw and paint. Explore colour mixing. Join different materials and explore different textures. Music sessions through Charanga- Listen with increased attention to sounds. Remember and sing entire songs, sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</p> <p>Small world topic based play experiences. Model and teach using resources appropriately such as, scissors and glue sticks. Christmas decorations, Christmas cards, Divas, Christmas songs/poems. Free painting. Develop their own ideas about what to make and how to choose resources for purpose. Identify meaning to marks which they draw and paint. Explore colour mixing. Join different materials and explore different textures. Face to face Music sessions with Cornwall Music Trust. Exploring musical instruments Nativity Role play and singing practice Write dance</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</p> <p>Create and make their own 'small worlds' with blocks and construction kits. Join different materials and explore different textures. Continue to model correctly using resources such as, scissors and glue. Draw with increasing complexity and detail, such as representing a face. Show different emotions in their drawings. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Junk modelling vehicles. Music sessions through Charanga – respond to what they hear by expressing their thoughts and feelings, sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</p> <p>Cutting and sticking life cycle of a butterfly/sunflower/frog Recreating their representation of an animal life cycle. Create and make their own 'small worlds' with blocks and construction kits. Join different materials and explore different textures. Continue to model correctly using resources such as, scissors and glue. Draw with increasing complexity and detail, such as representing a face. Show different emotions in their drawings. Easter crafts Music sessions through Charanga – respond to what they hear by expressing their thoughts and feelings, sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</p> <p>Creating safari animal role play masks. Artwork themed around African art (Handa's surpsie) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Music lessons planned through Charanga- play instruments with increasing control to express their feelings and ideas, create their won songs, or improvise a song around one they know.</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</p> <p>Rainbow fish craft. Jelly fish paper-plate craft. Creating an aquarium. Father's Day crafts. Develop complex stories using small world equipment like animal sets, dolls and dolls houses. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Music lessons planned through Charanga- play instruments with increasing control to express their feelings and ideas, create their won songs, or improvise a song around one they know.</p>