

The Hill Primary Academy
Nursery Long Term Plan 2025/2026
Cycle 1

The themes have been planned for the academic year, however there is scope for adaptations to meet the interests of the children at the time and so the information below may change as the year progresses.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Magnificent Me!	Let's Celebrate	Frozen!	Let it Grow!	Lifecycles	The Call of the Wild!
Celebrations	Halloween – 31 st October Diwali – 20 th October	Bonfire night – 5 th November Remembrance – 11 th November Christmas	Chinese New Year – 17 th February – Year of the Horse Shrove Tuesday 17 th February World Book Day	Ramadan – 17 th February – 18 th March Mother's Day – 15 th March Easter – 5 th April Eid – 19 th & 20 th March		
Key Questions - Facts/Knowledge children will know	<p>Me How old am I? What's my life story?</p> <p>My Body Can I name the different parts of my body? What can I do with my body?</p> <p>My Family Who is in my family? Who do I live with? How are families the same or different?</p> <p>Where do I live? What's my house number? Which street do I live on? Which village/town do I live in?</p> <p>Diwali What is Diwali? How do people celebrate?</p> <p>(using photos and facts that have been given by parents to talk about their life story)</p>	<p>Bonfire night How do we celebrate? How can we stay safe?</p> <p>Poppy Day Why do we wear poppies?</p> <p>Fire service What is the fire service? What do they do? How do they keep us safe? When would you need to ring for the fire service? What equipment do they use?</p> <p>Police Who are the police? What do they do? How do they keep us safe? When would you need to ring for the police? What equipment do they use?</p> <p>Doctors and nurses Where do doctors and nurses work? How do they help us?</p> <p>Christmas Why do we celebrate Christmas? How do we celebrate?</p>	<p>Seasons – Winter Can you name all of the seasons? Which season is it now? What is the weather like in winter? What happens to our environment in each season – does it change or stay the same? How has our local tree changed?</p> <p>Penguins What is a penguin? What do they look like? What do they eat? How do they get their food? How do they move? What is a baby penguin called? Where do they live?</p> <p>Polar bears What is a polar bear? What do they look like? What do they eat? How do they get their food? How do they move? What is a baby polar bear called? Where do they live?</p> <p>Chinese New Year What is the Chinese New Year? Who celebrates it? How do they celebrate? How is it the same/different to other celebrations that we have learnt about?</p>	<p>Seasons – Spring Can you name all of the seasons? Which season is it now? What is the weather like in Spring? What happens to our environment in each season – does it change or stay the same? How has our tree changed?</p> <p>Parts of a Plant Can you name the different parts of the plant? Did any plants live where penguins and polar bears live?</p> <p>How do we care for our plants? What equipment do we need to plant? What does a plant need to grow?</p> <p>Easter What is Easter? Why do they celebrate it? How do they celebrate? How is it the same/different to other celebrations that we have learnt about?</p>	<p>Chickens What is a chicken? What do they look like? What do they eat? How do they get their food? How do they move? What is a baby chicken called? Where do they live? Can you talk about the lifecycle of a chicken?</p> <p>Caterpillars What is a caterpillar? What do they look like? What do they eat? How do they get their food? How do they move? What is a baby caterpillar called? Where do they live? Can you talk about the lifecycle of a caterpillar?</p> <p>Caring for animals and the environment How can you look after a chicken and/or caterpillar? What do they need to live?</p>	<p>Seasons – Summer Can you name all of the seasons? Which season is it now? What is the weather like in Summer? What happens to our environment in each season – does it change or stay the same? How has our tree changed?</p> <p>Wild Animals Can you name the different animals? Can you describe what the animals look like? Can you name the different body parts? What do the animals eat? What are the animals young called?</p> <p>Countries around the world Can you name any countries around the world? Which country do you live in? Can you remember any of the countries that the animals live in?</p> <p>My Family Who is in my family? Who do I live with? How are families the same or different?</p> <p>How have I changed since I started nursery? What can I do that I couldn't do when I started nursery? Do I look the same or different? How?</p>
Key Texts for the term	The colour monster The colour monster goes to school Starting Nursery Avocado Baby From Head to toe How to be a superhero Superworm Elliot Midnight superhero Nat fantastic Super Daisy Supertato Monkey and Me Halloween books/Funnybones	People who help us (police, nurse etc series of books), Bonfire night Mog and the Vee Eee Tee Police officers on patrol What the ladybird heard? How to catch a star Christmas stories	Elmer in the Snow – David McKee Foxes in the snow – Jonathan Emmett Seasons Winter – Colin McNaughton The snowman – Roderick Hunt Lost and Found – Oliver Jeffers Polar bear polar bear what do you hear? – Eric Carle	Jaspers Beanstalk A seed in need The bean diary The enormous turnip We're going on an egg hunt Brenda's boring egg	The hungry caterpillar Rosie's walk The growing story	Handa's surprise Dear Zoo We're going on a lion hunt The tiger who came to tea Giraffe's can't dance The lion who wanted to love Time for bed little tiger
	Alongside these texts, children will also listen to a wide range of story types including, fairy tales, poetry, rhymes and non-fiction texts during the reading for pleasure story sessions. The children have a minimum of 1 story session a day.					
Key Texts that will be repeated throughout the Year	These texts will be repeated throughout the year to support with children's re-call and re-telling of stories Monkey and Me – Emily Gravett The Gruffalo – Julia Donaldson We're going on a Bear Hunt – Michael Rosen and Helen Oxenbury The Three Billy Goats Gruff Goldilocks and the Three Bears How to Catch a Star – Oliver Jeffers Stuck – Oliver Jeffers Rosie's Walk – Pat Hutchins					

	Peepo - Allan Ahlberg and Janet Ahlberg Owl Babies - Martin Waddell Jaspers Beanstalk - Nick Butterworth					
Key Vocabulary	Special Same/Similarities Different/differences Likes Dislikes Family Mum Dad Brothers and Sisters Grandparents Village Town Address Years Before (I was born) After (I was born) Positional Language	Celebrations Celebrate Bonfire Night Remembrance Protect Diwali Christmas Bethlehem Firefighters Fire Station Fire Engine Ladders Oxygen Tank Police Officers Police Station Police Car Nurses Doctors Hospital Equipment Uniform Sirens Brave Helpful	Penguins Feathers Flippers Webbed feet beak Language of size Chick Waddle Hunt Krill Squid Fish South Pole leopard seals, Elephant Seals, Killer Whales, Blue Whales, albatross Polar bear North Pole arctic fox, reindeer, walrus, Narwhal, snowy owl Temperature Freezing icy celebrate, celebrations, dumplings, spring rolls, sweet rice balls, Chinese lanterns	Plant Planting Seed Bulb Roots Stem Leaf Flower Branch Food Water Soil Grow Growing Change Wild Living Easter Celebration Celebrate	Lifecycle Chick Chicken hatch Caterpillar Chrysalis Butterfly Moth Insect Food Young Adult	Monkey Ostrich Zebra Elephant Girraffe Antelope Parrot Goat Avocado Pineapple Passionfruit Guava Mango Scary Grumpy Fierce Mane Paws
Literacy Comprehension	Begin to understand the five key concepts about print: o Print has meaning o Print can have different purposes o We read English from left to right and top to bottom o The names of the different parts of a book o Page sequencing • Share books with adults. • Talk about the stories they have heard using newly acquired vocabulary • Repeat words and phrases from familiar stories • Handles books carefully and looks at them independently. • Recognising initial letter in own name		Understands the five key concepts about print: o Print has meaning o Print can have different purposes o We read English from left to right and top to bottom o The names of the different parts of a book o Page sequencing • Joins in with songs and rhymes • Spot and suggest rhymes • Handles books carefully and looks at them independently • Understand print has meaning and can be used for different purposes • Recognises own name		Understands the five key concepts about print: o Print has meaning o Print can have different purposes o We read English from left to right and top to bottom o The names of the different parts of a book o Page sequencing • Engage in extended conversations about stories, extending their vocabulary • Hears and says the initial sounds in words	
Literacy Word Reading	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting	Developing their phonological awareness: Sound discrimination Rhythm Spot and suggest rhyme Recognise words with the same initial sound (Alliteration) Oral blending and segmenting Hear and say the initial sounds in words RWI (for those children who have already attended nursery for 3 terms) Learning Set 1 A sounds	RWI Learning Set 1 A sounds (Children who started RWI in Spring 2 to learn Set 1 B sounds)	RWI Knows many Set 1 A sounds (Children who started RWI in Spring 2 to be working at Set 1 C)
Literacy Writing	Enjoys drawing freely Attach some meaning to the marks they make	Gives meaning to the marks that they make Mark make in a variety of ways Uses some of their print and letter knowledge in their early writing Copy letters in their name	Copy letters in name Write the first letter in their name Mark make in a variety of forms Include some recognisable letters in their mark marking	Copy letters in name Write the first two letters in their name Mark make in a variety of forms Include some recognisable letters in their mark marking	Writes some or all of their own name (first) Hear and write initial sounds in words Write some letters accurately	Writes own name (first) Hear and write initial sounds in words Write some letters accurately
Maths	Week 1, 2 & 3 = Counting and Number Week 4 = Pattern Week 5 = Pattern Week 6 = More and less Week 7 = More and less Week 8 = Shape	Week 1 & 2 = Number recognition. Week 3 = Number recognition Ordrring/Numricon Week 4 = Addition Week 5 = Subtraction Week 6 = Length/Height Week 7 = Weight/Size	Week 1 & 2 = Counting Week 3 & 4 = Subitising Week 5 = Counting, link numbers and amounts Week 6 = Route, position	Week 1 = Number Week 2 = Counting Week 3 = length, height, Week 4 = Size, weight Week 5 = Capacity Shape and pattern - Provision, using puzzles, constructions, 2D shapes,	Week 1 = Number Week 2 = Number and more and less Week 3 = Position Week 4 = Size, categorising objects, pattern Week 5 = Shape Week 6 = Past and future	Week 1 = Counting, link numbers and amounts Week 2 = Number rhymes Week 3 = Subitising Week 4 = Compare weights, and capacity. Week 5 = Pattern

		Shape and pattern – Provision, using puzzles, constructions, 2D shapes, recognising shapes in real life objects. Time – Provision, routines, stories.	Shape and pattern – Provision, using puzzles, constructions, 2D shapes, recognising shapes in real life objects. Time – Provision, routines, stories.	recognising shapes in real life objects. Time – Provision, routines, stories.	Shape and pattern – Provision, using puzzles, constructions, 2D shapes, recognising shapes in real life objects. Time – Provision, routines, stories.	Week 6 = Solve real world mathematical problems with numbers up to 5. Week 7 = Money – Provision, 1-1 counting. Shape and pattern – Provision, using puzzles, constructions, 2D shapes, recognising shapes in real life objects. Time – Provision, routines, stories.
CL Listening, Attention and Understanding Speaking	Communication and Language is an integral part of the daily activities and classroom environment. Time to talk is planned into every day and where possible, this takes place in key worker groups. However, the areas outlined below provide additional areas of focus for the year. Identified children will also take part in WellComm sessions each week.					
	Listening Carefully to Stories Understand and Respond to Questions Follow Instructions	Joins in with Songs and Rhymes Extending Vocabulary Uses Talk to Organise Thoughts and Organise Play			Talking about Events Asks Questions Extends Sentences Using a Wider Range of Vocabulary	
PD Gross Motor Skills Fine Motor Skills	Gross Motor Skills Throughout the year, the children have access to the outdoor provision each day. The provision includes a gravel pit for digging, large construction materials, loose parts, sweeping brushes, paintbrushes and rollers, chalk, bikes and scooters, and space to run, climb, balance and jump. All of which contribute to the development of gross motor skills and control. Indoors, the provision includes a large whiteboards and resources of different sizes to support larger gross movements e.g construction blocks, large rolling pins. In addition to the provision, focused adult led activities are planned for to ensure children take part in activities to support their gross motor development. Fine Motor Skills Throughout the year, the children access the indoor continuous provision each day. The provision includes the following areas, Funky Fingers, Construction, Construction Kit, Workshop, Cutting, Writing, play-dough. All of which contribute to the development of fine motor skills and control. Outdoors the provision includes spray bottles, chalk. In addition to the provision, focused adult led activities are planned for to ensure children take part in activities to support their fine motor development.					
PSED	Personal, Social and Emotional Development is an integral part of the daily activities and the classroom learning environment. However, the areas outlined below provide additional areas of focus for the year. Managing Self – The encouragement of self-help skills – Toileting, handwashing, dressing will be ongoing through modelling, supporting and planning resources through the enabling environment for instance role-play self-care tasks such as eating, dressing, washing or brushing teeth with dolls/teddy bears. Developing relationships with adults and peers, separating from carer and following rules and routines will be ongoing throughout the year due to the 3 intakes (September, January, April) The children also follow 1 decision scheme					
	Developing relationships with adults and peers Separating from carer Following rules and routines Articulate their feelings Play with increasing confidence on their own or with other children Be increasingly able to talk about and mange emotions Increasingly follow rules, understanding why they are important	Selecting resources independently Demonstrate confidence and assertiveness Play collaboratively to elaborate on and extend ideas Notice and ask questions about differences, such as skin colour, types of hair, gender etc Begin to show effortful control – waiting for a turn and resisting the urge to want to grab Select and use resources to achieve a goal			Working Together/Taking Turns/Consider Others Feelings Collaborative role play Developing a sense of community and responsibility Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'	
Understanding the World To be taught during 'Talk Time' sessions each week. This will include teaching specific vocabulary (see list above). This learning, will be continued through planned activities and enhancements within provision						
UtW Past and Present	Ongoing throughout the year, children to explore photographs, artefacts and stories from the past and discuss similarities and differences. However, the areas outlined below provide additional areas of focus for the year.					
	-Begin to understand their own history and life story			-Begin to understand their own history and life story		-Begin to understand their own history and life story
UtW People, Culture and Communities	-Can talk about some members of their family and any pets they might have -To know that they live in Thurnscoe -Talk about what they see in their own environment (school/home)	-Develop an understanding about different people and celebrations (Bonfire Night, Diwali, Christmas) -Show interest in different occupations	-Develop an understanding about different people and celebrations (Chinese New Year)	-Develop an understanding about different people and celebrations (Easter and re-cap Christmas)	-Develop an understanding about different people and celebrations (Eid)	
UtW The Natural World	Ongoing throughout the year, children will talk about the seasons, changes between seasons and states of matter. However, the areas outlined below provide additional areas of focus for the year.					
		-Explore different forces they can feel -Talk about different materials and changing materials	-Talk about different materials and changing materials -Understand the lifecycle of an animal	-Plant seeds and care for growing plants -Understand the lifecycle of a plant	-Understand the lifecycle of an animal -Begin to understand how to care for living things	-Understand the lifecycle of an animal -Know there are different countries in the world

			-Know there are different countries in the world			
EAD						
Ongoing skills of creating, exploring ideas, learning about artists, and developing key skills in drawing, painting, collage, textiles, sculpture; evaluation and review whilst accessing continuous provision						
EAD Creating with Materials	-Create self-portraits (powder paint, ready mix paint, pastels, purple mash) -Create pictures to show emotions (powder paint, ready mix paint, pastels, purple mash)	What creative?	-Create pictures to show emotions (powder paint, ready mix paint, pastels, purple mash)	-Create leaves and flowers (collage, printing, bubble painting) -Observational painting of plants, flowers and vegetables (water colours, pencils, pastels)	-Create pictures to show emotions (powder paint, ready mix paint, pastels, purple mash) -Observational drawing of animals (water colours, pencils, pastels)	-Making containers for animals -Create pictures of animals (powder paint, ready mix paint, pastels, purple mash)
EAD Being Imaginative and Expressive	Kodaly	Kodaly Songs for the Nativity performance	Kodaly	Kodaly	Kodaly	Kodaly
Trips, visits and experiences	Police visit	Vicar to come into school Diwali dancing		Vicar to come into school	Hatch It - baby chicks Caterpillar eggs	Travelling farm to come into school
Parent Partnerships	Stay and Play		Stay and Play		Stay and Play Children to talk to parents about chicks	End of year assembly/stay and play