



Co-op Academy  
Hillside

## Nursery : Hillside LTP – Cycle 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	My world and me	Cultural stories	Down in the jungle	Get Lost in a Book	Down at the bottom of the garden	Hero or heroine
<b>General themes/topics</b>	Starting school My new class New Beginnings Staying healthy Food Human body How have I changed? My family My house/home What am I good at? How do I make others feel?	Season – autumn Halloween Potion making The Nativity Christmas Lists Letters to Father Christmas	Season- winter Animals around the world Birds (Birdwatch) Climates / Hibernation Night and day animals Animal patterns David Attenborough	Traditional Tales Science week Easter	Minibeasts Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Fun Science / Materials	What is a 'hero/heroine'? Who is my hero? Who helps me? People who help us (fire, police, doctors, nurses)
<b>'Wow' moments/enrichments</b>	Autumn walk	Chester Zoo trip	RSPB Bird Watch	Easter Egg hunt	Local environment walk	Visit from emergency services
<b>Communication and Language</b>	<p style="text-align: center;"><b>To support Communication and Language we:</b>            Allow for the children to engage in numerous high quality conversations with their peers and with adults each day            Provide a language rich environment            Build language effectively through noticing, commenting and echoing back to children on what they are interested in            Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words            Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures.</p>					

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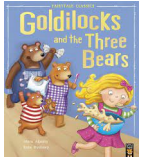
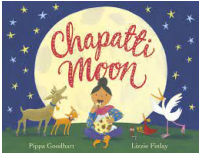
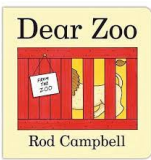
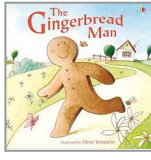
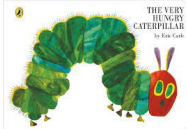

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Rhymes	Hello Song Twinkle, Twinkle Little Star Head, Shoulders, Knees and Toes Wind the Bobbin Up	The Grand Old Duke of York If You're Happy and you know it Humpty Dumpty Two Little Dickie Birds 5 Little Speckled Frogs 5 little snowflakes	Miss Polly Pat-a-Cake Jack and Jill 5 Little Ducks went swimming one day Stomp, chomp, big roars here come the dinosaurs. Flip a pancake	Row, row, row your boat 5 Cheeky Monkeys Jumping on the Bed 5 Little Men in a Flying Saucer Sandy Girl	Incy, Wincy Spider Fuzzy wuzzy creepy crawly Hurt no living thing 5 Current Buns 10 Fat Sausages Hokey Cokey The ants go marching... There was a Princess...	Baa, Baa Black Sheep Sing a Song of Sixpence Alice the Camel 10 Green Bottles
Personal Social and Emotional Development	Transition successfully.  Play alongside others Understanding of simple emotions (happy/sad.)	Follow simple routines.  Begin to initiate interactions with peers.  Begin to follow rules with reminders from an adult.	Expressing a variety of emotions/feelings.  Begin to take turns.  Manage needs with adult support (coat.)	Make a special friend.  Extend and elaborate play ideas.  Do not always need an adult to remind you of rules.	Following a simple two part instruction with visual prompts.  Manage own needs.  Make healthy choices (food/drink.)	Show confidence in new social situations.  Begin to understand how others may be feeling.  Begin to resolve conflicts independently.
Jigsaw	Weekly Jigsaw sessions <b>Being me in my world</b> Confident to talk to other children when playing and will communicate freely about their home and community.	Weekly Jigsaw sessions <b>Celebrating difference</b> Kindness week Anti-bullying week	Weekly Jigsaw sessions <b>Dreams and Goals</b> Overcoming challenges and celebrating achievements.	Weekly Jigsaw sessions <b>Healthy me</b> Discuss ways to be healthy; health bodies, healthy mind.	Weekly Jigsaw sessions <b>Relationships</b> Identify the jobs I do in my family. Making friends. Solving problems. Impact of unkind words. Know how to be a good friend.	Weekly Jigsaw sessions <b>Changing Me</b> Growing up Respecting our bodies Fun and fears Celebration / transition to Year 1
Managing Self  Self-Regulation <i>Link to Behaviour for Learning</i>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas			<i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning</i>		

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	or actions.		<i>strategies and reviewing what they have done." Education Endowment Foundation.</i>			
Physical Development Fine Motor Gross motor  Squiggle Early Writing Programme  Dough Disco	Daily opportunities to practise gross motor skills guided by adults and independently. Multiple daily opportunities to develop fine motor skills in adult led and self-chosen activities Daily opportunities to move and listen to music Have regular access to a range of tools fit for activity with support		Begin to learn a sequence of movements to music Consider what tools might be of help to complete a task given Take on self-care more independently Discuss healthy choices about food, drink, activity and toothbrushing		Continue to develop their gross skills using large muscle movements and moving in different ways, choosing appropriate ways to move Use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, Comfortably use one-handed tools and equipment with a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed and meeting their own care needs Make healthy choices about food, drink, activity and toothbrushing.	
	Wiggle me into a squiggle 1 move per week (weeks 1-6)	Wiggle me into a squiggle 1 move per week (weeks 7-10)  Squiggle while you wiggle 2.0 - Move 1 (3 weeks)	Squiggle while you wiggle 2.0 - Move 2 (3 weeks)  Squiggle while you wiggle 2.0 - Move 3 (3 weeks)	Squiggle while you wiggle 2.0 - Move 4 (3 weeks)  Squiggle while you wiggle 2.0 - Move 5 (3 weeks)	Squiggle while you wiggle 2.0 - Move 6 (3 weeks)  Squiggle while you wiggle 2.0 - Move 7 (3 weeks)	Squiggle while you wiggle 2.0 - Move 8 (3 weeks)  Squiggle while you wiggle 2.0 - Move 9 (3 weeks)
	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development

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<p><b>Literacy</b></p>	<p>Have multiple daily opportunities to listen to stories and have chance to discuss them. Ensure mark making opportunities are plentiful and inviting</p>	<p>Encourage children to engage with multiple daily opportunities to listen to stories and have chance to discuss them, introducing the key concepts of print. Ensure mark making opportunities are plentiful and inviting and encourage fine manipulative movements</p>	<p>Discuss shared stories and new vocabulary, play with initial sounds in words and begin to join in clapping/counting syllables. Direct staff with holding books correctly and following direction of text. Give meaning to the different marks they are making</p>	<p>Talk about books shared in school and at home and begin to note differences between books. Note beginning and ending of stories. Begin to use terms for different parts of a book. Notice staff discussing rhyming words. Form different shapes and investigate mark making patterns while drawing. When supported begin real life 'writing' in play situations</p>	<p>Discuss the sounds they are familiar with when listening to stories. Make own comments about stories, characters etc. and begin to sequence events. Begin to recognise rhyming words and initial sounds. Experiment with letter sounds in mark making. Become familiar with the letters in their name</p>	<p>Understand the five key concepts about print -Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>
<p><b>Key text focus</b> <b>Traditional tales</b> <b>CLPE texts</b></p> <p>See for favourite five books and additional texts</p>	<p><b>Goldilocks</b></p> 	<p><b>Chapatti Moon</b></p> 	<p><b>Dear Zoo</b></p> 	<p><b>The Gingerbread Man</b></p> 	<p><b>The Very Hungry Caterpillar</b></p> 	<p><b>Supertato</b></p> 
<p><b>Read Write Inc. Phonics</b></p>	<p>Nursery rhymes-tuning in</p>	<p>Rhymes and familiar stories</p>	<p>Introducing building sentences orally using pictures</p>	<p>Make up stories</p>	<p>Set 1 sounds RWI</p>	<p>Set 1 sounds RWI</p>
<p><b>Author Spotlight</b></p>	<p>Judith Kerr</p>	<p>Michael Rosen</p>	<p>Rod Campbell</p>	<p>Janet and Alon Allburgh</p>	<p>Eric Carle</p>	<p>Julia Donaldson</p>

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Maths Adapted Learning trajectories	Number 1 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems	Number 1, 2 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems	Number 1, 2, 3 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems	Number 1, 2, 3, 4 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems	Number 1, 2, 3, 4, 5 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems Talk about patterns around them	Consolidate understanding of concepts previously taught through working in a variety of context and with different numbers
Understanding of the World (UTW) <i>Includes the foundational skills in science, geography, history and RE</i>	Begin to explore the effect of actions with adults. With support explore different materials in and outdoors. Notice different phenomena in the setting and out. Recognise their families and who is and isn't part of it.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena. Discuss their family. Notice differences between people	Explore materials with more than just hands and tools. Listen and respond to vocabulary used by adults about the things they experience. Talk about recent events with family and friends. Plant seeds and talk about the process. Begin to talk about where they live and their home environment. Respond to exposure to different occupations. Engage in activities that explore forces	Discuss differences and similarities between materials. Begin to use new words they have been introduced to in adult discussion while exploring. Look at how their plants are growing and care for them. Show interest in the life cycle of different animals. Explore forces and how materials/objects can change with support. Discuss experiences	Sort materials and objects by their properties and discuss vocabulary. Recognise their home. Begin to discuss their local area. Discuss how plants and animals change. Begin to discuss forces and how materials and objects change. Talk about their school and home. Begin to discuss other special times and places.	Talk about members of their immediate family. Name people who are familiar to them. Recognise that people celebrate special times. Talk about their place in this country. Recognise their own environment. Recognise places that are special to them. Explore the natural world around them. Look at a simple map.
Science: What an EYFS Scientist needs to understand	That there are changes in the natural world through the seasons; That there are similarities and differences in the natural world. That there are key words/vocabulary associated with science; That the world is made up of different animals and plants; There are important processes and changes that happen; Use a range of scientific equipment to help them develop their lines of enquiry. How science is used to help us.					


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	Seasonal Change Summer - Autumn  Living things in their Habitats	Seasonal Change - Autumn - Winter  Changes in Matter (Winter-melting/freezing)	Seasonal Change Winter - Spring  Animals including Humans & Plants	Seasonal Change Spring  	Seasonal Change Spring-Summer  Animals including Humans & Living things in their Habitats (Lifecycles)	Seasonal Change Summer
<b>Geography:</b> What an EYFS Geographer needs to understand	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.            Begin to understand the need to respect and care for the natural environment and all living things.            Draw information from a simple map.            Understand that some places are special to members of their community.            Recognise some similarities and differences between life in this country and life in other countries.            Recognise some environments that are different to the one in which they live.            Understand the effect of changing seasons on the natural world around them.</p>					
	Locality (Field work) Explore the local environment (Simple maps)		Rainforest and Local Area (Contrasting Environments)			
<b>History:</b> What an EYFS Historian needs to understand	<p>Develop a sense of now and in the past            That there are key words/vocabulary associated with the passage of time;            That the passage of time changes us all;            That the passage of time changes the world around us;            We need to change what we do/wear in response to the passage of time;            That events/celebrations take place at specific points of the year.</p>					
	People in the community (Past and present)			Farming (Past and present)		Roles in the community & Florence Nightingale (past and present)

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<b>RE</b> <b>(Discovery RE)</b>	<b>Theme:</b> Special people  <b>Key Question:</b> What makes people special?  <b>Religions:</b> Christianity, Judaism	<b>Theme:</b> Christmas  <b>Concept:</b> Incarnation  <b>Key Question:</b> What is Christmas?  <b>Religions:</b> Christianity	<b>Theme:</b> Celebrations  <b>Key Question:</b> How do people celebrate?  <b>Religions:</b> Hinduism	<b>Theme:</b> Easter  <b>Concept:</b> Salvation  <b>Key Question:</b> What is Easter?  <b>Religions:</b> Christianity	<b>Theme:</b> Stories  <b>Key Question:</b> What can we learn from stories?  <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism	<b>Theme:</b> Special Places  <b>Key Question:</b> What makes places special?  <b>Religions:</b> Christianity, Islam, Judaism
<b>Expressive Art and Design (EAD)</b>  <b>D&amp;T</b>			Nursery: Purpose: Create a small world structure for play based learning (Research, design, make, evaluate)		Nursery: Purpose: Create a flap book(research, make and evaluate)	Textiles: Nursery: Make a finger puppet
<b>Expressive Art and Design (EAD)</b>  <b>Art and design</b>	Nursery: Portraits - pencil, paint and charcoal (Explore a range of media)	Nursery: Festive creations - Dough, salt dough, Clay (3D modelling)		Nursery: Down at the Bottom of the Garden (Mixed Media, Drawing)		
<b>Expressive Art and Design (EAD)</b>  <b>Music (Charanga)</b>	<b>Charanga Me!</b> Songs linked to topic	<b>Charanga My Stories</b> Christmas Songs Songs linked to topic	<b>Charanga Everyone!</b> Music linked to Trad Tales There was a Princess Long Ago Goldilocks went to the house of the bears Music Circle - Peter and the Wolf	<b>Charanga Our World</b> Musical instruments to represent insects Ugly Bug Ball Begin to look at composers, musicians and singers	<b>Charanga Big Bear Funk</b> Songs and dances linked to topic Musical instruments to match different wild animals	<b>Charanga Reflect Rewind and Replay</b> Music dance and role play focus of topic Performing for an audience  <b>Talent Show</b>

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<p><b>British Values</b></p> 	<p>Share class rules. What does respect mean? Introduce voting in activities (which book to read etc.)</p>	<p>Litter picking across the school grounds</p>	<p>Random Acts of Kindness, leave gratitude notes across school.</p>	<p>Show concern for living things, (chicks.)</p>	<p>Show concern for living things in our local area, make bird feeders, bug hotels etc.</p>	<p><b>Remarkably You</b> Read the story to the children and discuss what each child is good at and celebrate this.</p>
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