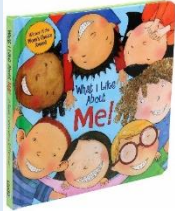
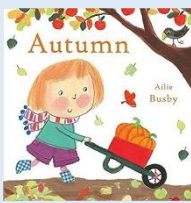
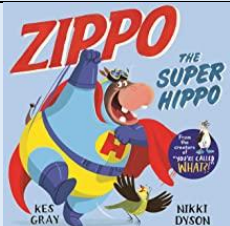
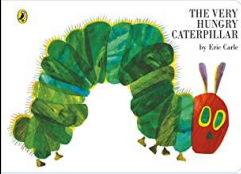
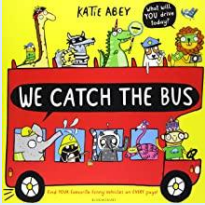
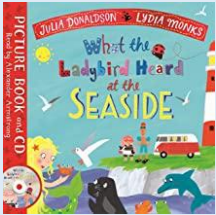


Hill View Academy's curriculum long term plan

Taylor Nursery

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
							
Other Texts		A What I like about me! The family book Super Duper you B Owl babies My Mum My Dad My Brother Poetry Basket/Songs: Pointy Hat	A Autumn The leaf thief Autumn is here B Little Acorn Hello Autumn Squirrel's Autumn search Poetry Basket/Songs: Breezy weather 5 Little Christmas trees Autumn leaves are falling down	A Zippo the super hippo There's a superhero in your book Winter Awesome engines- Emergency! B Superhero's don't get scared Police officers on patrol Superkid Poetry Basket/ Songs: Mix a pancake 5 little snowmen Winter Song	A The very hungry caterpillar Grow it When Spring comes B Titch A little book about Spring Grow flower, grow! Poetry Basket/ Songs 5 little men in a flying saucer Zoom Zoom we're going to the moon	A We catch the bus Choo choo clickety clack Dig dig digging B We all go travelling by The wheels on the bus Tractor saves the day Poetry Basket/ Songs: A little seed Caterpillar Song	A What the ladybird heard at the seaside Spot goes to the beach I see Summer B A hole at the bottom of the sea Sandcastle The wonders of Summer Poetry Basket/ Songs: Under a stone There was an old lady who swallowed a fly
Nursery Rhymes		One, two, three, four, five, once I caught a fish alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 little ducks went swimming one day 5 currant buns 5 sausages	1 finger, 1 thumb 1,2 buckle my shoe 2 little dickie birds Head, shoulders, knees and toes Zoom, zoom, zoom Christmas songs	Three blind mice Three little kittens 5 Snowmen 4 teddy bears 5 fingers Alice the camel	Sing a song of six pence I'm a little bean 5 cheeky monkey's swinging through the trees When Goldilocks went to the house of the bears	5 little men in a flying saucer Humpty Dumpty sat on a wall One elephant went out to play Ring- a roses London bridge is falling down	One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples
Trips and Visitors				Fire engine visit Police/ ambulance visit			
Topics		Marvellous me	Autumn	Superheroes Winter	Growing and changing Spring	Transport	At the seaside Summer
		Quality early years practice requires skilled practitioners to observe children carefully and identify their unique fascinations. These unique fascinations will inform our curriculum allowing children's innate desire to learn to flourish.					
Communication & language	Listening and attention Understanding Speaking	← Tales Toolkit Weekly story telling sessions Building their understanding of language and stories →					
		Enjoys singing, music and toys that make sounds. Listen and respond to a simple instruction. Uses gestures like waving and pointing to communicate. Copy your gestures and words. Understand single words in context- 'cup' 'milk' 'daddy' Understands frequently used words such as 'all gone', 'no' and 'bye bye' Understand simple instructions like 'give to nanny' or 'stop'. Recognise and point to objects if asked about them.	Start to say how they are feeling using words as well as actions. Start to develop conversation, jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p,b,m,w. Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

		Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they cannot.	Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)				
Personal, social and emotional	Self Regulation Managing Self Building relationships	Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. Try new things and start to develop their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink Find ways of managing transition, for example from their parent to the members of staff. Thrive as they develop self-assurance. Learn to use the toilet with help and then independently.	Play with increasing confidence on their own and with other children, because they know their key person is nearby. Feel strong enough to express a range of emotions. Grow in independence., rejecting help. Begin to show ‘effortful control’ for example, waiting for a turn. Select and use activities and resources with help when needed. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories.	Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences such as skin colour, types of hair, gender. Talk about their feelings in more elaborated ways: I'm sad because... Develop their sense of responsibility and membership of a community. Becomes more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.	Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them. Understand gradually how others might be feeling.	Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Is able to adapt behaviour to changes in familiar routine Can manage self- care and dressing routines with increasing proficiency. Demonstrates a range of emotions and starting to manage these with adult support. Make healthy choices about food, drink, activity and toothbrushing.
Physical development	Gross Motor Skills Fine Motor Skills	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Walk, run, jump and climb – and start to use the stairs independently. Build independently with a range of appropriate resources. Explore different materials and tools. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Develop manipulation and control. Use large and small motor skills to do things independently, for example manage buttons zips, and pour drinks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to draw lines and circles and make marks. Be increasingly independent as they get dressed, for example, putting coats on.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use-one handed tools and equipment, for example, making sips in paper with scissors. Go up steps and stairs, or climb up apparatus, using alternate feet. Revise and refine the fundamental movement skills they already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Show a preference for a dominant hand. Be increasingly independent as they get dressed, for example, putting coats on and doing up zips	Match their developing skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use 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, for example, putting coats on and doing up zips.	Use a comfortable grip when holding pens and pencils. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use a comfortable grip with good control when holding pens and pencils.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use a comfortable grip with good control when holding pens and pencils.
Literacy	Word reading Comprehension Writing	Enjoys rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Copy finger movements and other gestures.	Repeat words and phrases from my favourite stories. Say some of the words in songs and rhymes. Sing songs and rhymes independently.	Have favourite books and seek them out to share with an adult, with another child, or to look at alone. Ask questions about the book, makes comments and shares their own ideas.	Knows that print carries meaning Knows the name of the different parts of a book e.g. the cover, the author, page number. To begin to spot rhyming words in stories and songs.	To spot and suggest rhyming words. Recognise that words can begin with the same sound. To begin to write the first letter of their name.	Have long conversations about stories and learn new words. Knows how to handle books, how English is read from left to right and top to bottom.

		Enjoys sharing books with an adult. Pay attention and respond to the pictures or the words. Enjoys drawing freely.	Develop play around favourite rhymes using props. Pay attention and respond to the pictures or words in books. Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.	Make marks on their picture to stand for their name. Begin to develop phonological awareness, to be able to count or clap syllables in a word. To begin to recognise their name by self-registering for attendance. To draw pictures for different purposes e.g. a shopping list, make cards.	Begin to develop phonological awareness, to be able to count or clap syllables in a word. Recognise the sound their name begins with. Independently choose to draw for different purposes and talk about it.		Plays with syllables, rhyming words, alliteration and hears and says letter sounds Recognises and writes some letters from their own names. Writes some letters accurately. Engages in making messages for others from their pictures, painting and their play.
							
Mathematics	Numbers Numerical Patterns	Take part in finger rhymes with number. Compare sizes, weights etc using gesture and language- 'bigger/ little/ smaller' 'high/ low' 'tall' 'heavy' Complete inset puzzles. Talk about and explore 2D and 3D shapes using informal and mathematical language sides, corners, straight, flat. Make comparisons between objects relating to size.	React to changes of amount in a group of up to three items. Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1,2,3,5' Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Show 'finger numbers' up to 5. Say one number for each item in order, 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1,2,3,5' Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Show 'finger numbers' up to 5. Say one number for each item in order, 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes using informal and mathematical language sides, corners, straight, flat.	Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Makes comparisons between objects relating to size, length, weight and capacity.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.' Understand position through words alone for example, "the bag is under the table" with no pointing. Compare quantities using language, 'more than' , 'fewer than' Talk about and explore 2D and 3D shapes, (for example, circles, rectangles, triangles, cuboids) using informal language 'sides' 'corners' 'straight' 'flat' 'round'	Explores the composition of numbers to 10. Recites numbers past 5. Know that the last number reached when counting a set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5.
Understanding the world	Key festivals	Harvest festival	Halloween Bonfire night Remembrance day Diwali Christmas	Chinese New Year Shrove Tuesday (pancake day) Holi Mothering Sunday Easter		Eid-ul-Fitr	Eid-ul-Adha

	Past and present People, culture and communities The Natural world	Begin to make sense of their own life-story. Notice differences between people. Talk about what they see, using a wide vocabulary.	Begin to make sense of their own life-story and family's history. Make connections between the features of their family and other families. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and /or different properties (different leaves, bark, twigs) Talk about the differences between materials and change they notice. (make chocolate breadstick sparklers). Begin to understand the need to respect and care for the natural environment (outside)	Show interest in different occupations. Explore how things work. Explore and talk about different forces they feel. Explore collections of materials with similar and /or different properties. Talk about the differences between materials and change they notice (make biscuits for Mother's Day).	Talk about the differences between materials and change they notice (make pancakes/playdough). Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. (Link to song 'Five Little Men in a Flying Saucer,' where do the children think the aliens would like to go?) Understand the key features of the life cycle of an animal (watch frogspawn grow). Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant.	Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. Understand the key features of the life cycle of an animal (butterfly).
Expressive Art and Design	Creating with materials Being imaginative and expressive	Joins in with songs and rhymes, making some sounds. Explore a range of sound makers and instruments and play them in different ways. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore colour and colour mixing.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another. Explore different materials, using all their senses to investigate them. Listen with increased attention to sounds. Remember and sing entire songs.	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Respond to what they have heard, expressing their thoughts and feelings. Sing the melodic shape of familiar songs.	Begin to develop complex stories using small world equipment like animals sets, dolls. Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle including details. Play instruments with increasing control to express their feelings and ideas.	Make imaginative and complex 'small worlds' with blocks and construction kits. Show different emotions in their drawings- happiness, sadness, fear. Create their own songs or improvise a song around one they know.	Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models props and simple stories. Creations are used in independent play
Taylor	i-challenge	Dress yourself	Take the nursery rhyme challenge (World nursery rhyme week 15 th November)	Snow fun experience	Watch frogspawn hatch and grow	Water fun Teddy Bear's picnic	Watch butterflies hatch Go barefoot in the grass and sand