



Hackenthorpe Hall Nursery Long Term Overview

Rooms - Ladybirds/Dragonflies/Bumblebees/Butterflies

	Autumn Phase 1 (Sept - Oct)	Autumn Phase 2 (Oct - Nov)	Winter Phase 1 (Dec - Feb)	Spring Phase 1 (March - May)	Summer Phase 1 (June - July)	Summer Phase 2 (Aug - Sept)
Theme	All about me / People Who Help Us	Festival Time	Wonderful Winter	Growing	Down in the Jungle	Seaside Fun
Overview of topic	We are going to learn about ourselves, our appearance, how we are different from our friends and how we are the same. We are going to look at our families and how they come in all different shapes and sizes. We will be identifying superheroes in our lives. E.g., teachers, doctors, vets. We will also look at why they are important in our lives and how they keep us safe.	This time of year, there are lots of celebrations - harvest festivals, bonfire night, Diwali, Christmas, and advent. We will be observing seasonal change and learning about plants.	We are going to learn about winter, continuing from the previous topic and seasonal change. We are going to learn about polar animals, and their habitats.	We are going to investigate our natural environment in our outdoor area. Planting our own seeds, we will observe how they grow and change over time. We will be learning about new life and observing changes in living things. We will look at animals associated with Spring.	We are going to be exploring the jungle / rainforest and the creatures that live there. We will investigate the water cycle and participate in experiments, looking at rain. We will compare the temperature of the rainforest to where we live, extending our vocabulary.	We are going to learn about the seaside and the seashore and what lives there. We will look at our local seaside towns and think about what you might find there. We will consider the type of clothing people would need to wear and think about what a seaside is.



Key Texts	Marvellous Me. Rainbow Fish. Only One You. You Be You. Owl Babies. The Ugly Duckling. Elmer. It's Okay to be Different. Same Difference. Supertato. Elliot, Midnight Superhero. Traction Man. Police Officers on Patrol. Teacher. Firefighter. Vet. Police Officer. Doctor. Cops & Robbers. Firefighter Frank. George Visits the Doctor.	Pumpkin Soup. The Little Red Hen. Room on the Broom. What's in the Witch's Kitchen? Nativity Story. Handa's Surprise. Leaf Man. The Very Helpful Hedgehog. Tree. The Snowman. One Snowy Night.	Lost and Found. Non-Fiction books about polar animals. Blue Penguin. Iris & Isaac. The Emperor's Egg. A Dot in the Snow. The Polar Bear's Son.	The Enormous Turnip. Minibeast's: A Book of Poems. It's Hard to Hurry When You're a snail. Ten Wiggly, Wiggly Caterpillars. The Bugliest Bug. What The Ladybird Heard. Happy Bees. From Caterpillar to Butterfly. Ben Plants a Butterfly Garden. Why Do We Need Bees? Bee: Natures Tiny Miracle.	Rainbow Bird. Monkey Puzzle. Shh! Don't Wake the Baby. Squeak The lion. Happy I'm a Hippo. Why has the Elephant Got a Trunk? Trunk Trouble. I'm Big Enough Now. Forget Me Not. Where The Wild Things Are. The Rainforest Grew All Around. Tall. Tigerella. One Day on our Blue Planet in the Savannah. Say Hello to the Jungle Animals.	Clumsy Crab. Billy's Bucket. Little Kipper's Sandcastle. Wave. Shapes on the Seashore. One is a Snail, Ten is a Crab. The Storm Whale. Magic Beach. On the Seashore. Shouty Arthur at the Seaside. Lucy and Tom at the Seaside.
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Communication & Language

In our nursery, reading for pleasure is encouraged by providing a text rich environment and ensuring there is time set aside each day to share and enjoy quality texts. We read frequently to children, engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new vocabulary in a range of contexts, allowing the children the opportunity to thrive. Through conversation, storytelling and role play, children share their ideas with support and modelling from a practitioner. Sensitive questioning invites them to elaborate, so children become more confident using a rich range of vocabulary and language structures. Children are supported in helping them to make predictions and give explanations about what they have read, as well as aurally retelling stories that they are familiar with.

In our nursery, Jolly Phonics is introduced to the children, to help the children to begin to hear and listen for sounds in their own environment. This supports children to be able to memorise initial sounds through fun rhymes. Role-play and props are used during storytelling to support the underpinning skills for language, communication, and literacy. Children are encouraged to speak and perform parts of the story if they wish. This helps children to develop their skills of turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively. Instrumental sounds, rhythm and rhyme are also introduced to help children learn how to hear beats and begin to recognise patterns. Children will be supported in developing their aural discrimination, listening and auditory memory skills through a range of activities.

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.

Children are actively encouraged to interact with their peers through play. Adults support the children by reinforcing pronunciations and modelling vocabulary during the day. Open and closed questions are used to check the children understanding, enabling adults to identify any misconceptions.

Golden rules are displayed, and children are talked through them on a daily basis. Adults discuss the weather and environmental seasonal changes with the children each morning. The children are encouraged to participate and share their thoughts and feelings with their group.

Adult led activities allow opportunities to encourage quieter children to interact with support. Children enjoy the diversification of activities, especially messy play.



Personal, Social and Emotional Development	<p>Personal, social, and emotional development is fundamental to the holistic development of a child. In our nursery, we aim to encourage a sense of high self-esteem in all children, so that they are able to develop positive relationships, develop positive social behaviours and self-regulation. Interacting with others at nursery gives children the chance to establish boundaries and demonstrate how others react to their actions and learn to find ways to resolve conflicts amicably, all valuable lifelong skills. Adults model behaviour to help the children to understand why people behave in certain ways and how to respect another person's feelings.</p> <p>We encourage children to socialise with children of a similar age, to develop confidence in who they are, and what they can do and in expressing their own ideas. This helps the child feel valued and special, and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.</p> <p>We teach children to understand their own feelings and other people's feelings, and how to learn to manage their emotions. Through well-established boundaries and routines, children learn to follow simple rules in nursery. Children need the support of adults to help them to understand these complex and often challenging areas. Helping children develop personally, socially and emotionally is fundamental for their future.</p>
Literacy	<p>In nursery, children will be taught to understand the meaning of print, to enable them to make marks to communicate meaning with others. Children will learn to distinguish between drawing and writing, by being encouraged to give meaning to marks. Children will develop the prerequisite physical skills needed to be able to hold and control a pencil through a range of fine and gross motor activities.</p> <p>Letter join activities are used to help children develop their handwriting skills. Through the teaching of Letter Join, children will begin to form marks, letters and attempt simple words or add labels to their pictures. It is an excellent way to develop a child's fine motor skills and gives children the opportunity to express themselves and explore new materials creatively. Therefore, allowing each child to communicate their feelings through their drawings.</p> <p>Children are inspired to create marks using their fingers to draw in the sand, paint on an easel and outside, where children explore the natural world around them. Older children are also able to extend this learning when they play games that relate to the real world, helping to encourage these skills. Examples include writing restaurant menus, shopping lists or pretending to take the register.</p>
Physical Development	<p>Throughout the year, children are given the opportunity to develop their gross and fine motor skills through planned activities and continuous provision. Fine motor challenges are set throughout the provision, helping to develop fine motor strength and dexterity through dough disco, funky fingers, small world construction and tweezer activities. Children will also have the opportunity to develop a range of movement skills through adult-led activities, such as yoga, to enhance their moving and handling skills.</p>



	<p>Children have access to an outdoor area, which allows them to develop gross motor skills by climbing, building, and moving around in various ways. They have access to balls, hoops and other equipment, which enables the children to build on core strength, balance, and flexibility. These opportunities allow children, who are natural climbers, to challenge their increasing mobility and confidence. This type of play allows the children not only to develop their physical skills, but to discover what they can achieve by themselves, increasing their self-awareness and self-esteem.</p> <p>Outdoor environments give our children the opportunity to engage with others, developing their knowledge through play and interaction with other children and adults. Children will be taught to develop spatial awareness skills when playing games with other children, adjusting speed, or changing direction, or avoiding obstacles.</p>					
<p>Mathematics</p>	<p>Children access maths daily at every available opportunity, through routines such as counting how many children are in nursery, how many children would like milk for snack and discussing the days of the week or weather.</p> <p>Children will be introduced to Maths Mastery, subitising and grouping objects, to help their number correspondence skills. Specific areas of Maths will be linked to topics/interests.</p> <p>Children listen to and join in with rhymes, songs, stories and games that have a mathematical theme. Through play and group time activities, children realise and begin to understand that anything can be counted, not just objects, e.g., claps, steps. We encourage lots of discussions around numbers and recognise the importance of repetition in daily play.</p>					
<p>Mathematics</p>	<p>How tall am I? Data collection- eye colour/hair colour. 2d shapes in the environment. Language of size. Counting up to 4 objects. Recognise numbers 1-5 Give amounts of objects.</p>	<p>Ordering vegetables by size- measuring using non-standard measures. How heavy are the vegetables? How can we find out? Demonstrate subitising using pictorial representations. Prepositions.</p>	<p>Capacity- measuring water after it's melted. Compare different capacities. Compare different lengths. How tall are the three bears? How tall is a bear? How can we find out?</p>	<p>Weighing ingredients for cooking. Identify maths problems based on own interests. Recognise numerals 1-5 Prepositions.</p>	<p>Ordering and comparing numbers. Use mathematical language to describe shapes. Use everyday language to talk about size, weight, capacity, position to solve problems.</p>	<p>Noticing events and recognising different parts of the day. Recognise and order 1-5. Estimating number of objects.</p>



<p>Understanding the World</p>	<p>Senses Sense bottles- what can you smell/hear? Herbs/flowers. Tasting activities. Observing changes in the natural environment. How are we the same/different? What makes us special? Observing changes in the natural environment. How are we the same/different? Drawing family and friends using different materials. Nocturnal animal features and habitats.</p>	<p>Growing vegetables Baking bread Looking at seasonal changes. Family customs and routines. Talk about growth and decay- leaves/plants. Leaf hunt and collage. Tasting activities. Growing vegetables. Autumn walk, making frames. Looking at changes in food when cooking.</p>	<p>Melting and freezing. Arctic animals. Differences in habitats. Use technology to take pictures. Talk about features in the environment that they have observed. Experiments to show the decay of items over time.</p>	<p>Looking at changes in food when cooking. Lifecycle patterns. Planting and growing vegetables. What do plants need to grow? Healthy Eating. Lifecycle of Bees/Butterflies Looking for signs of new life in spring. Minibeast hunt- Show care for animals.</p>	<p>Look at different occupations and ways of life. Children to take own pictures. Observe growth and decay over time.</p>	<p>Seasonal changes. Seaside trip/experiences - joining in with customs. Investigate life on the seashore. Look at local seaside towns. Learn about the aspects of the natural world.</p>
<p>Expressive Arts & Design</p>	<p>Self portraits Play dough faces. Transient Art faces Talk about textures. Police Station Role Play Vet Role Play Manipulate dough effectively.</p>	<p>Observational drawings of unusual vegetables/ pumpkins. Salt art Colour mixing.</p>	<p>Winter scenes. Make music. Build models with purpose. Experiments - melting / freezing. Polar animal drawing.</p>	<p>Role play with purpose. Technology activities. Explore the media of dance through activities.</p>	<p>Science Experiments - water cycle, Rain experiment. Manipulate dough effectively making jungle animals.</p>	<p>Making sea creatures, talking about texture. Make models to support role play. Create music for a purpose.</p>



	<p>Investigate and create music and rhythm from other countries. Make biscuit faces - talking about texture. Paper plate faces of families or story characters.</p>	<p>Firework pictures using different textures. Talk about texture of pumpkins. Tasting food from other countries. Observational drawings of unusual vegetables/ pumpkins. Salt dough. Potion lab</p>	<p>Inuit Role Play Igloo Role Play Role play- Percy the Park keeper's hut Create shadow puppets.</p>	<p>Talk about texture. Farm Role Play Garden Centre Role Play. Colour mixing. Watching butterflies grow. Look at how Bees help us.</p>	<p>Use different materials to make jungle animals.</p>	<p>Use construction materials to build houses for the characters. Making treasure & hunting. Beach café / beach shop role play. Dance and ring games. Chalk drawings. Experiment with instrumental sounds.</p>
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