

**Axminster Community Primary Academy- Little Acorns Nursery Long Term Plan 2024/2025**

Year A	Autumn 1 4 <sup>th</sup> of September-24 <sup>st</sup> of October 7 weeks 2 days	Autumn 2 4 <sup>th</sup> of November -20 <sup>th</sup> of December 7 weeks	Spring 1 6 <sup>th</sup> of January-14 <sup>th</sup> of February 6 weeks	Spring 2 24 <sup>th</sup> of February-4 <sup>th</sup> of March 6 weeks	Summer 1 22 <sup>nd</sup> of April-23 <sup>rd</sup> of May 4 weeks 3 days	Summer 2 3 <sup>rd</sup> of June- 18 <sup>th</sup> of July 6 weeks and 4 days
<b>Topic/Theme Ideas</b>	<b>Incredible You!</b>	<b>Once Upon a rhyme</b> (3 weeks nursery rhymes) (3 weeks traditional tales) (christmas)	<b>Pleased to meet you! (tying in social phrases with the community theme)</b>	<b>All Creatures Great and Small</b>	<b>'Roots, Shoots and Muddy Boots'</b>	<b>Splish, Splash, Splosh and "Let's go on an adventure"</b> (3 weeks of Water) (4 weeks of travel and transport)
<b>School Values</b>	Respect	Kindness	Integrity	Courage	Resilience	Community
Remember to include: Involving children's interest	<ul style="list-style-type: none"> <li>Settling in to Nursery</li> <li>Rules and routines</li> <li>All about me, families and homes</li> <li>Feelings and emotions- Colour Monster</li> </ul> <p><b>Home Corner- Home set up</b></p>	<p>Looking at all different nursery rhymes- Learn some new ones and sing nursery rhymes we do not sing often.</p> <p>Looking at traditional tales- lots of story times and for the children to create their own stories.</p> <p>Different tuff trays each week focusing on nursery rhymes/Fairytales.</p> <p><b>Home Corner- Gingerbread bakery</b></p>	<p>Different Occupations: such as Police, cook, builder, famer, shopkeeper, vet, Paramedic, Hairdresser, Firefighter</p> <p>Home Corner- Post Office/Doctors</p>	<p>All about different animals.</p> <ul style="list-style-type: none"> <li>Farm animals</li> <li>Zoo animals</li> <li>Bugs</li> <li>Animals who live in different countries.</li> </ul> <p><b>Home corner- a vets</b></p>	<p>All about mud, mini beasts and growing.</p> <ul style="list-style-type: none"> <li>Understand how plants grow and what we need to do to look after them.</li> <li>Understand the life cycle of a caterpillar.</li> <li>Grow our own vegetables and plants.</li> <li>Learn how to look after them.</li> </ul> <p><b>Home Corner- Garden/Flower Shop</b></p>	<p>All things under the sea:</p> <ul style="list-style-type: none"> <li>Sea creatures</li> <li>Things which grow in the sea.</li> </ul> <p>Different types of water habitats:</p> <ul style="list-style-type: none"> <li>Sea</li> <li>River</li> <li>Lake</li> <li>Pond</li> </ul> <p>Seaside- Looking at beaches, what can you see at the beach? Different pictures of beaches.</p> <p>Pirates- maps finding the treasure Painting shells</p> <p>Floating and sinking activities- Linking to maths heavy and light.</p> <p>All things Travel and Transport:</p> <ul style="list-style-type: none"> <li>How do we travel</li> <li>Look at different transport</li> <li>Look at different countries</li> <li>Look at different environments (mountains, desserts, jungle, ocean) . How would you travel to get to these places?</li> </ul> <p><b>Home Corner-Travel agent</b></p>
<b>Books/ Poems/ Nursery Rhymes to Learn</b>  <b>Core Books-</b>	<p><b>Books:</b></p> <p>The Colour monsters <b>Brown Bear, Brown Bear</b> Owl babies <b>Incredible You! (feelings)</b> You Choose</p> <p><b>Poems:</b></p> <p>Autumn Term Poetry Basket</p> <p><b>Nursery Rhymes:</b></p> <p>Heads, Shoulders, Knees and Toes Shaky, Shaky, Shaky If you're happy and you know it I'm a Little Teapot</p>	<p><b>Books:</b></p> <p>Greatest giant in town Room on the Broom <b>Each Peach Pear Plum</b> <b>Three Little Pigs</b> <b>Goldilocks and the three bears</b> <b>Jack and the beanstalk</b></p> <p><b>Poems:</b></p> <p>Autumn Term poetry basket from Helicopter stories</p> <p><b>Nursery Rhymes:</b></p> <p>Learning nursery rhymes we do not sing regularly The Grand Old Duke of York</p>	<p><b>Books:</b></p> <p>Looking at all different occupations books <b>Dr Rnj- A superhero like you</b> <b>Real Superheroes</b></p> <p><b>Poems:</b></p> <p>Spring Term Poetry basket from Helicopter stories</p> <p><b>Nursery Rhymes:</b></p> <p>10 Little firefighters The Doctor Song I am a Policeman</p>	<p><b>Books:</b></p> <p><b>Dear Zoo</b> <b>Monkey Puzzle</b> <b>Guess how much I love you</b> <b>Hairy Maclary</b> <b>The Tiger Who Came to Tea</b> <b>Farmer Duck</b></p> <p><b>Poems:</b></p> <p>Spring Term Poetry Basket from Helicopter stories</p> <p><b>Nursery Rhymes:</b></p>	<p><b>Books:</b></p> <p><b>The hungry Caterpillar</b> <b>Jaspers Beanstalk</b> <b>How much i love you in Spring</b></p> <p><b>Poems:</b></p> <p>Summer term poetry basket from Helicopter stories Insects all around us A Little seed</p> <p><b>Nursery Rhymes:</b></p> <p>Incy wincy Spider Mary, Mary quite contrary</p>	<p><b>Books:</b></p> <p>The snail and the whale Sharing a Shell <b>Hooray for fish</b> <b>We're going on a bear hunt</b> Journey of Paddington Bear <b>Commotion in the Ocean</b> <b>Shark in the Park</b></p> <p><b>Poems:</b></p> <p>Summer Term Poems from Helicopter stories</p> <p><b>Nursery Rhymes:</b></p> <p>Row, row, row your boat Once i saw an octopus</p>

	<b>Dingle, Dangle Scarecrow (Harvest)</b>	1,2,3,4,5 Once I Caught A Fish a Fish Alive Hot Cross Buns Hickery Dickery Dock	Community Helper- Vet	Old Mcdonald Animal boogie	Worm at the bottom of the garden	Tiny Tim Wheels on the bus Five little men in the flying saucer
<b>Exciting Dates</b>	<ul style="list-style-type: none"> <li>Halloween 31<sup>st</sup> Oct</li> <li>Hello Yellow- Mental health day- Look at emotions and feelings- Colour monster book.</li> </ul>	<ul style="list-style-type: none"> <li>Diwali -Festival of lights, 20th of October.</li> <li>Guy Fawkes Day 5<sup>th</sup> Nov</li> <li>Remembrance Sunday 11<sup>th</sup> Nov</li> <li>Nursery Rhyme Week 13th-17th Nov</li> <li>Christmas 25<sup>th</sup> Dec</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year 29th of January</li> <li>Valentine's Day 14<sup>th</sup> Feb</li> </ul>	<ul style="list-style-type: none"> <li>Shrove Tuesday 4<sup>st</sup> March</li> <li>World book day- 6th of March</li> <li>Mothering Sunday 30<sup>th</sup> March</li> <li>Easter 20<sup>th</sup> April</li> </ul>		Father's Day 15 <sup>th</sup> June Sports day- To confirm via calendar
<b>Magical Moments/Visits</b>	Bake bread, linked to Harvest Halloween activities- pumpkin carving?	Make our own firework pictures.  Creating Halloween crafts  Allow the children to play with our remembrance activity.  Christmas Trail Practising for the Nativity Santa to visit Ark Elf to bring out for Christmas.	See if we can get different occupations to talk with our children. <ul style="list-style-type: none"> <li>Police</li> <li>Doctor/Dentist/Vet</li> <li>Farmer</li> <li>Firefighter</li> <li>Cook</li> <li>Builder</li> </ul>	Pancake making  Dressing up for world book day. Visit to the Library	Grow our own sunflower/ cress/vegetables.  Grow our own Butterflies- watch in real time their life cycle.  Looking at the insects around us. What Insects live in our gardens  Visit from the wildlife park? or pets at home.	A walk down to the river?  Going on a bear hunt around school- retelling the story as we walk around.
<b>Communication and Language</b>	<b>Daily story sessions to develop listening and attention skills, and to engage with a range of books</b> <b>Daily songs, rhymes, and poems to join in with repeated refrains and key phrases</b> <b>Daily imaginative play through a mud kitchen, small world activities, and role play to ask and answer questions, talk about characters, and recognise links to our own life experiences.</b>					
<b>Personal. Social and Emotional Development Planning on Drive</b>	<b>Jigsaw: Being me in my world</b> Making friends and learning to share, developing friendships with peers and adults, demonstrating friendly behaviour.	<b>Jigsaw: Celebrating Differences</b> Look at what they are good at, a focus on co-operating, sharing and helping others to solve problems. Creating friendships. The Colour Monster book will help with emotions.	<b>Jigsaw: Dreams and Goals Staying</b> Staying motivated when doing something challenging, learning to work well with others and having a positive attitude.  'What do you want to be when you grow up?'	<b>Jigsaw: Healthy Me</b> Teaching the children about healthy choices, eating healthy. Talk about what is healthy for our teeth and what is not. Talk about physical exercise and why it is good.  <b>This will interlink with Spring Term 1</b>	<b>Jigsaw: Relationships</b> Making friends, solving friendship problems, helping others to feel part of the group, showing respect for others emotions.	<b>Jigsaw: Changing Me</b> Understanding everyone is unique and special, expressing feelings when change happens and expressing them in the right way, showing sensitivity to others needs and feelings.
<b>Physical Development Leap into Life-(Weekly session in the hall)</b>	Just Dance or Cosmic Yoga, see if the children can follow instructions/routines.  Fine motor skills, and scissors practice.	Leap into life- Parachute and the ball and see if the children can follow your instructions on when to 'STOP and 'GO'  Pencil grip activities and scissor skills	Just Dance or Cosmic Yoga, see if the children can follow instructions/routines.  Pencil grip activities and scissors skills.	Gymnastic in the hall: climbing over and under beams, balancing on and jumping off benches. Setting up a little course for the children.  Pencil grip activities and scissor skills.	Just Dance or Cosmic Yoga, see if the children can follow instructions/routines.  Focus on letter and number formation. (Gross and fine motor skills)	Sporting Activities to practise for sports day. Ball skills, running, balancing.  Focus on letter formation for Read, Write Inc, (Fine motor skills)
<b>Literacy – Mark Making (Skills and topics)</b>	Drawing pictures of themselves looking through a mirror.  Drawing their own family and telling us about who is in the picture and why they are important?	Firework pictures/ Halloween Pictures  Exploring Making Christmas Cards.	To create their own Community Super Hero. What do they do? What powers may they have?	Making pictures using shapes. being able to recognise the shape and say the shape name.  Add some marks to their drawings, which they give	Creating animals/insects- junk modelling.  Add some marks to their drawings, which they give meaning to.	Create their own beaches  Map making to find the treasure  Map on how you travel to school- Can they tell you what they see on the way to school.

	Scarecrows making/Autumn trees	Birthday invitations/ Birthday Cards		meaning to.- Creating their own animals.  create their own plant/flower/tree/bug  Mother day cards making  Easter Cards or bonnets	Name formation mats for the children who are going up to reception.	Junk modelling transport- being creative and creating their own form of transport.
<b>Literacy – Reading and Writing</b>	Daily story sessions to develop turning pages in books, looking at illustrations and print in books and understanding their meaning. Daily story sessions to explore a range of texts and stories such as fiction, non-fiction, poetry, nursery rhymes, traditional stories and fairy tales. Daily story sessions to introduce a love of reading and respect for books. Daily mark making opportunities and role play to explore their own stories.					
<b>Helicopter Story (Carpet Sessions)</b>	<b>At its most basic, Helicopter Stories involves scribing stories from children and supporting them to act out their narratives. These two key elements always happen on the same day and require only a few things: A5 paper, a pen and some masking tape. While simple, this approach seeks to nurture and enthuse children of all backgrounds and abilities, using the power of story.</b>					
<b>Phonics (Carpet Session)</b>	Letters and Sounds Phase 1 Section 1	Letters and Sounds Phase 1 Section 2	Letters and Sounds Phase 1 Section 3,4	<b>RWI Nursery Phonics:</b>  For children starting in Reception in September, start introducing the 25 pictures on the picture frieze, e.g. mountain, apple, snake etc...  Letters and Sounds Phase 1 Section 5,6,7	Read, Write, Inc Phonics for Reception starters and rising 3s <b>Introduce the set 1 single sounds.</b>  Letters and sounds/ Read, Write, Inc adapted for our 2s	Read, Write, Inc Phonics for Reception starters and rising 3s <b>Continue to introduce the set 1 sounds, including set 1 special friends if ready.</b>  Letters and sounds/ Read, Write, Inc adapted for our 2s
<b>Maths (Carpet Session and Continuous provision)</b>	Number and Place Value Exploring numbers 1-3  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')	Number and Place Value Exploring numbers 4-6  Say one number for each item in order: 1,2,3,4,5  Recite numbers past 5.  make comparisons between objects relating to size, length and capacity.	Number and Place Value exploring numbers 6-10 and Shape, Space and Measures.  Number Recognition  Counting Matching numeral and quantity correctly.  Comparing two groups of objects, saying when they have the same number.  One More/One Less  Shape – Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, cuboids) using informal and mathematical language (sides, corners, straight, flat, round)	Shape,Space and Measures  Shape – Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, cuboids) using informal and mathematical language (sides, corners, straight, flat, round)  Position – understand position through words alone.  Selects shapes appropriately.  make comparisons between objects relating to size, length and capacity.	Shape, Space and Measurement  Identifying and naming 2D and 3D shapes correctly.  Discuss routes and locations using words like “in front of” and “behind” Size –  make comparisons between objects relating to size, length and capacity.  Selects shapes appropriately.  Combine shapes to make new ones.	Shape, Space and Measurement  Routes – describe a familiar route.  Make comparisons between objects relating to size, length and capacity.  Talk about and identify the patterns around them. For example, stripes on clothes. Use informal language like “pointy” “spotty” “blobs” etc.  Patterns – Extend and create ABAB patterns, e.g. stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.  Begin to describe a sequence of events, real or fictional using words such as “first”, “then”

<p><b>UTW (CP)</b></p>	<p>The children talk about their family and the community they live in. Have a look at what is in Axminster and things around us. Create their own family portrait/ where they live.</p> <p>Make connections between the features of their family and other families. Note differences between people.</p> <p>Continue developing positive attitudes about the differences between people. E.g. ensure that resources reflect the diversity of life in modern Britain. Look for similarities and differences...</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Our world Similarities and differences</p> <p>Special Events</p>	<p>Occupations – invite different people in to talk to the children</p>	<p>Animal care – respect and care for the natural environment and living things.</p> <p>know that there are different countries in the world and talk about the differences they have experienced or seen in photos Looking at where animals live.</p> <p>Vets role play in the home corner</p>	<p>Planting – plant seeds and care for growing plants.</p> <p>Life cycles – understand the life cycle of a plant and an animal</p> <p>I can plant seeds and care for growing plants, I can then talk about how a plant grows from a seed.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>
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<p><b>Expressive Art and Design</b></p>	<p>Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models.</p>
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