

Barnet Hill Academy Nursery Long-term Plans 2025/2026

Area of Learning	Autumn 1 Me and My Community	Autumn 2 Exploring Autumn	Spring 1 Winter wonderland	Spring 2 Once Upon a Time	Summer 1 Dangerous Dinosaurs	Summer 2 Sunshine and Sunflowers
<p>Topic/ core Books</p> <p>These may change depending on the interests/cohort</p>	<p>All about feeling By Felicity Brook</p>  <p>People who helped us by Wood John</p>  <p>My Body by Rebecca Jones</p>  <p>Marvellous Me By: Lisa Bullard</p> 	<p>It was a cold Dark Night By Tim Hopgood</p>  <p>Hello Autumn By Jo Lindley</p>  <p>Oliver's vegetables By Vivian French</p>  <p>We Gather together By Wendy Pfeffer</p> 	<p>All about animals In winter. By Martha Elizabeth</p>  <p>I see winter</p>  <p>By Charles Ghigna</p> <p>winter sleep by Sean Taylor</p> 	<p>Three Billy Goat Gruff By Irene Yats</p>  <p>Goldilocks and Three Bears By Nicola Baxter</p>  <p>Jack and the Beans stalk By Mara Alperin</p>  <p>Little Red Riding hood By : Tiger Tales</p> 	<p>Dinosaur Roar By Henrietta Stickland</p>  <p>Dear Dinosaur By Chae Strathie</p>  <p>Some dinosaurs are small By Charlotte Voake</p> 	<p>Sam plants a sunflower By Kate Petty</p>  <p>The very Hungry Caterpillar By Eric Carle</p>  <p>Mad about Minibeasts By Giles Andreae</p>  <p>Superworms By Julia Donaldson</p> 

'Wow' moments / Key Events	Settling in Harvest World Teachers Day.	International Day. Anti-Bullying week. Art/Det Gallery Black history Month. Autumn walk	World Book Week. World Book Day Chinese New Year Library visit	Ramadhan History Museum Easter Eid el fitr	World Book Day Mother's Day Eid el Adha Summer Fair Teddy Bear Picnic – Local park visit	Celebrating Me Sports Day Transition. Haj Achievement Assembly Belmont Farm trip.
Communication and language	<p>Throughout Autumn 1 children will begin to:</p> <ul style="list-style-type: none"> • Explore a variety of stories, rhymes, poems, and fiction linked to our theme, sharing books throughout the session and during our daily story time. • children will learn to develop their listening and attention during story time. • Children will learn to focus on the story and speaker. • children will learn our good sitting, good listening, good 	<p>Throughout Autumn 2</p> <ul style="list-style-type: none"> • Children will engage in daily shared book reading. • children will extend their vocabulary by exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities. • Children will explore new vocabulary which 	<p>Throughout spring1 children will:</p> <ul style="list-style-type: none"> • Become familiar with and grow to love a variety of books, songs, and rhymes. • will engage in a variety of story retelling activities to help children retell, invent, and tell their rhymes, songs, and stories. <p>-Small world-based play -Story sacks -Puppet shows -Role play/Dressing up</p>	<p>Throughout spring2 children will:</p> <ul style="list-style-type: none"> • Hear correct pronunciations modelled to them by teachers and staff members, e.g. 'swam/swimming' • children will explore a variety of traditional and fairy tales. The children will explore, events and characters. • children will engage in a variety of story retelling activities to help children retell, invent, and tell their 	<p>Throughout summer 1 children will:</p> <ul style="list-style-type: none"> • Engage in back-and-forth interactions with adults. • be encouraged to use 'thinking time' before responding. • begin to learn to 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, and extend a narrative. 	<p>Throughout summer 2 children will:</p> <ul style="list-style-type: none"> • explore 'I wonder' questions to encourage and promote thinking and challenges. • will engage in scientific investigations to explore their 'thinking'. • 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 • Take turns in a conversation Use talk to organise themselves and their play.

	<p>looking, and good talking prompts.</p> <ul style="list-style-type: none"> • children will begin to learn new vocabulary that is explored through a variety of texts. • children will be offered a language-rich environment in which adults talk with children throughout the day. <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Add some marks to their drawings, which they give meaning to, for example: "That says mummy." Make marks on their picture to stand for their name</p>	<p>occurs frequently in books and other contexts.</p> <ul style="list-style-type: none"> • Children will be encouraged to talk about what is happening and give their ideas. • Children will be offered lots of interesting things to investigate, encouraging them to ask questions. • children will become familiar with and grow to love a variety of books, songs, and rhymes. <p>Develop play around favourite stories using props Notice some print, such as</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother <p>Understand print has meaning Understands page sequencing Ask questions about the book, make comments and share their own ideas</p>	<p>rhymes, songs, and stories.</p> <ul style="list-style-type: none"> -Small world-based play -Story sacks -Puppet shows -Role play/Dressing up <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother <p>Understand print has meaning We read English text from left to right and from top to bottom</p>	<ul style="list-style-type: none"> • will learn to talk with a partner before sharing ideas during our altogether learning time. <p>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, writing 'm' for mummy. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. 	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother <p>We read English text from left to right and from top to bottom Understand print can have different purposes Knows the names of the different parts of a book Write some or all of their name Write some letters accurately</p>
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<p>Literacy Reading/ writing</p>	<p>Enjoy sharing books with an adult Pay attention and respond to the pictures or the word</p> <p>Handle books carefully and correctly, learning about the different parts: front cover, spine, back cover - Learn that print has meaning and identify some familiar logos - Begin to learn that print is read from left to right (adult modelling) -Enjoy sharing a book on a 1:1 basis -Begin to recognise own name with visual support</p> <p>Add some marks to their drawings, which they give meaning to, e.g. 'that's says</p>	<p>the first letter of their name, a bus or door number, or a familiar logo Enjoy drawing freely.</p> <p>make -Name some book parts - Learn that print has meaning in relation to environmental labels with photograph (resources) - Understand that print is read from left to right –</p> <p>Enjoy sharing a book in a small group.</p> <p>-Begin to engage in purposeful mark making - Begin to use</p>	<p>Develop enjoyment of sharing books and listen to stories during whole class story time -Begin to recognise the first letter/s in their name without visual support (self-registration cards/name writing card).</p> <p>Develop purposeful mark making: telephone messages, signing in sheet, shop labels/signs</p>	<p>Understands page sequencing</p> <p>Active participation during small group and whole class story times, e.g. joining in with repeated phrases.</p> <p>-Develop ability to use some print/letter knowledge in writing: lines, circles, left to right directionality, top to bottom -Begin to attempt to write name, using name card (tracing)</p>	<p>Further develop ability to use some print/letter knowledge in writing: left to right directionality, top to bottom directionality –</p> <p>Develop ability to write own name using name card, copying some letters which are correctly formed</p>	<p>Write own name by copying and begin to write from memory with correct letter formation -Engage in purposeful mark making - Begin to match some letters to phonemes, e.g. m for mummy</p>
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<p>Phonics phase 1</p>	<p>Mummy' -Make marks on paper to represent their name -Begin to understand that print has meaning: Point to marks, talk about marks made</p> <p>Aspect 1: To discriminate sound environmental sounds to develop awareness of sounds and rhythms.</p> <p>Aspect 2: To discriminate sound – instrumental sounds</p>	<p>some print knowledge in writing: lines, circles.</p> <p>Phase 1 Aspect 3. To discriminate sound – body percussion Instrumental Sounds</p>	<p>Phase 1 Aspect 4: Rhythm and rhyme</p>	<p>Phase 1 Aspect 5. Alliteration</p>	<p>Phase 1 Aspect 6. Voice sounds</p>	<p>Phase 1 Aspect 7: Oral blending and segmenting</p>
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<p>Mathematics</p>	<p>Recognising, naming and matching colours</p> <p>Sorting by various attributes. Continuing AB patterns .</p> <p>Number & Place Value Grasping the Counting Principles Comparing amounts of objects</p> <p>Subitising up to 3 counting in sequence (forwards, backward, using actions, and through songs and games). counting objects, pointing out the last number.</p>	<p>counting objects, pointing out the last number. number games and collecting a specific number of items. Finger numbers up to 5 Linking numerals and amounts throughout the setting. sorting by size and capacity (vehicles and trucks) categorizing by colour</p>	<p>Light and heavy and comparison Capacity Full, half full, empty and comparison Positional language Using language related to position and direction</p>	<p>Prepositions in real-life contexts. Using positional language to plan a 'route' for example a trip to the shop or supermarket. Take children out to the shop and recall the route that was planned. Loose parts den making, talking about shapes and how their properties suit the purpose</p>	<p>Comparing lengths and weights (vegetables, farm animals). Use photographs from our trip to the farm to talk about real-life vents.</p> <p>Encourage children to talk about what we did throughout the day using, the 'first, then, next' language. Link numerals to amounts.</p> <p>Shapes Measurement Ordering the events of our day Length and Height Weight Capacity</p>	<p>Light and heavy and comparison Capacity Full, half full, empty and comparison Positional language Using language related to position and direction</p> <p>Patterns from different cultures e.g. fabrics. Introduce vocabulary to describe patterns. Describe a pattern Copy a pattern Create their own patterns using a variety of materials Create musical patterns using clapping and stamping.</p>
<p>Understanding of the world</p>	<p>The children will learn to make connections between the features of their families and other families. The</p>	<p>The children will spend time talking about family celebrations.</p>	<p>The children will Plan and introduce new vocabulary related to the occupation, and</p>	<p>The children will explore growth and decay over time linked to plants in the garden.</p>	<p>Comments and asks questions about aspects of their familiar world such as</p>	<p>The children will identify a variety of minibeasts that live in the garden.</p>

	<p>children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people. The children will use all their senses to explore a variety of natural materials. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see, using a wide vocabulary.</p>	<p>Children will talk about photos and memories. Parents will be encouraged to post photographs of memories that children can enjoy retelling within their groups.</p> <p>The children will explore and investigate how different toys work such as wind-up toys, pulleys, sets of cogs, and pegs with boards</p>	<p>encourage children to use it in their talks and play.</p> <p>The children will plan and take part in a variety of scientific investigations such as:</p> <ul style="list-style-type: none"> - Melting and freezing - Cooking - Colour mixing <p>The children will then discuss and talk about what they have observed or found.</p>	<p>The children will plant seeds and vegetables and learn how to care for them.</p> <p>The children will learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>The children will visit a local supermarket or shop</p>	<p>the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, and natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay, and changes over time. shows care and concern for living things and the environment.</p>	<p>They will use of all their senses in hands-on exploration, of natural materials and animals. They will explore natural materials in the outdoor environment to investigate and talk about, creating a suitable habitat for garden mini-beasts.</p> <p>Learn to identify a variety of farm animals, matching adult animals to their young. The children will learn to understand the life cycle of a farm animal.</p>
Expressive Art & Design	<p>The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children will be provided with a range of found materials, such as</p>	<p>The children will engage in a variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance</p>	<p>The children will engage in a variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p>	<p>Children will learn to develop their drawing and model-making skills. The children will begin to give meanings to their drawings and models. The children will share their ideas and talk together about these meanings.</p>	<p>The children will explore a range of different emotions. The children will begin to show different emotions within their drawings and paintings.</p> <p>The children will develop their listening</p>	<p>The children will begin to draw from their imagination and observations. The children will draw their own minibeasts and farm animals. The children will begin to add details to their drawings by selecting interesting objects to draw and by pointing out key features and discussing them. For</p>

	<p>blocks, clay, softwood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. The children explore new vocabulary. The children will engage in a variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play. The children will engage in daily singing and rhyme time. The children will develop their listening skills through a range of activities.</p>	<p>children's imaginative play.</p> <p>The children will explore colour mixing and talk about the differences between colours. The children will express their ideas and feelings by making marks and sometimes giving meaning to their marks. perform</p> <p>The children will be able to explore and use a variety of percussion instruments through phonic acquisition and free exploration.</p>	<p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind. The children will explore how to join material together. The children will learn a variety of songs and will move to the music/songs.</p>	<p>The children will explore colour mixing and talk about the differences between colours.</p> <p>The children will learn a variety of songs and will move to the music/songs.</p> <p>The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch-matching activities.</p>	<p>skills through a range of activities.</p> <p>The children will play, share, and perform a wide variety of music and songs from different cultures and historical periods, for example, music from around the world.</p> <p>The children will explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.</p>	<p>example, a horse has four legs, a mane, and two eyes.</p> <p>The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch-matching activities. The children will begin to create their own songs and rhymes.</p>
<p>Personal, social, and emotional development</p>	<p>Establish routines and boundaries with the nursery environment. Become familiar with our nursery routines.</p>	<p>Reflect on the rules and routines we have been learning to follow.</p>	<p>Involve the children in creating a role-play area linked to the theme – people who help us. Encourage children to share their ideas within</p>	<p>Talk about solving conflicts, being kind to others, sharing, and turn-taking. Explore 'What if' questions.</p>	<p>Begin to talk about feelings and explore different situations from different points of view. Talk together</p>	<p>Begin to talk about feelings and explore different situations from different points of view. Talk together about how others might be feeling.</p>

	<p>Independently explore the nursery environment. Select and use activities and resources asking for help if needed. Give children appropriate tasks to carry out to develop a sense of responsibility and membership in the community: Self-registration on arrival to the nursery. Learn self-care routines such as hanging your coat and bag up Pouring own drinks at snack.</p>	<p>Create visual reminders, for example, take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p>	<p>a group. For example, children could choose which professional to focus on e.g. a post office or a police station. Talk about the things we would see in there and what we would do there</p>	<p>The children will be supported through the use of back chaining when developing their self-help and independence skills e.g. gradually reduce help until the child can do each step independently. Providing lots of time and opportunities for practice.</p>	<p>about how others might be feeling. Importance of healthy eating and brushing teeth. Visit from the dentist.</p>	<p>Bring ideas of feelings into children's pretend play. Importance of healthy eating and brushing teeth. Reviewing school readiness targets and supporting those children who need extra support with self-help skills.</p>
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<p>Physical development</p>	<p>Balancing, riding, and ball skills. Explore climbing frame confidently, safely, and independently Using large muscle movements, large shoulder and arm movements – large chalkboards, ribbons, and flags.</p>	<p>Team games. Introduce vocabulary for movement. For example, gallop, slither, lead, follow. Introduce music and rhythm. Finger-strengthening activities. Introduce a variety of one-handed tools throughout the nursery, e.g. scissors, and hammers.</p>	<p>Outdoor and indoor loose parts play and create with a purpose in mind. (tires, large planks, wooden crates, etc.) Encouraging different ways of moving, crawling, walking, running, etc. Learn about safety when handling tools, and moving equipment and materials. Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.</p>	<p>Introduce a variety of one-handed tools throughout the nursery, e.g. scissors, and hammers. Use hand-over-hand help until children can use them independently. Pencil control activities, encouraging children to hold pencils correctly and with good control. Lots of writing opportunities. (shopping lists, instructions, etc.)</p>	<p>Begin to talk about feelings and explore different situations from different points of view. Talk together about how others might be feeling. Importance of healthy eating and brushing teeth. Visit from the dentist. Pencil control activities, encouraging children to hold pencils correctly and with good control.</p>	<p>Introduce a variety of one-handed tools throughout the nursery, e.g. scissors, and hammers. Pencil control activities, encouraging children to hold pencils correctly and with good control.</p>
<p>Our Curricular goals</p>	<p>I am independent and care for myself, I also see myself as a confident and reflective learner.</p>	<p>I show kindness and work well with others. I can follow the nursery rules to keep everyone safe.</p>	<p>I observe closely and solve problems, and I embrace cultures and traditions, and my community.</p>	<p>I create using different materials and techniques. I am a number detective who can show a deep understanding of numbers up to 10.</p>	<p>I am a remarkable reader who has a love for reading, telling, and making up his own stories.</p>	<p>I move my body with control and express myself physically.</p>

