






Hirst Wood Nursery School Long Term Plan 23-24

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| | Grandparents' day – 1st Oct | Halloween – Oct 31st Diwali – 12th Nov Bonfire Night – 5th Nov Christmas 25 th Dec | Lunar New Year 10th Feb – year of the dragon Pancake Day – 13th Feb | World Book Day 7th March Eid-UI-Fitr – 9/10th March Easter Sunday –4th April | | Eid al Adha 16/17th June |
| <i>'I wonder?'</i> question | I Wonder What's Special? | I wonder how people celebrate? | I wonder how it's made? | I wonder where we're going? | I wonder how it grows? | I wonder who lives there? |
| Themed Weeks | We are unique | We are a community | We are artists | We are explorers | We are healthy | We are scientists? |
| Key questions | What/ who is special to me? | What do I celebrate? | Is the weather the same every day? | What journeys have I been on? | What has started happening to the trees? | Do I have any animals at home? |
| My World | What/who is special to others? | What celebrations do I have to look forward to? | What do I need to wear in cold weather? | Where would I like to go, how would I get there? | Have you heard/seen any baby animals? | Where do different animals live? |
| The World Around Me | Does everyone have the same people in their house? | How is what I celebrate different to what others celebrate? | What can I notice about the change in weather? | Can I travel everywhere in a car? | What do living things need to help them grow? | Why do animals need different habitats? |
| The World Beyond | How have I changed? | | How will the weather change throughout the year? | | | |
| | | | What's the weather like in other places? | | | |
| Wow moments & cultural capital | Birds of Prey visit Bring in family photograph | Autumn walk Nursery at Night Homeless Not Hopeless | Bedtime Story Salt Pots Visit | Local walk- photography focus | Visit from Jasper the dog Tadpoles Life Caravan | Farm visit Caterpillars Summer Walk to woods |


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| | Bring in special teddy | | | | | Visit to local art gallery |
| Key vocabulary | Family Owl Baby Special Conker I, me, mine Favourite | Night Celebration Festival People Autumn Season Weather Birthday Leaves | Snow/snowflake Winter Frost Ice Melt Cold Change | Spring Shoots Flower Walk Easter Egg Hatch Map | Grow Seed Butterfly Caterpillar Insect Observe Compare | Animals Noises Farmer Villain Summer Travel Adventure |
| Core books  |  |  |  |  |  |  |
| Supplementary texts  | Find Spot at Nursery Monkey Puzzle Where's My Teddy The Tiger Who came to tea The Colour Monster Wow said the owl The Three Little Pigs | Don't Wake Up Tiger Tidy Dear Santa Thre Gruffalo's Child Stick Man We're Going on a pumpkin hunt Whatever Next Meg and Mog Gingerbread Man The Christmas Eve Tree | The Polar Bear and the Snow Cloud When will it be spring Blue Penguin Lost and Found We're Going on a Bear Hunt Biscuit Bear Goldilocks and the Three Bears Mr Wolf's Pancakes | Little Red Hen Davy's Scary Journey Martha Maps it Out The Suitcase Mr Wolf's Pancakes We're Going on and Egg Hunt Duck in a Truck | Matisse's Magical Trail Jack and the Beanstalk Jasper's Bean Stalk Norman the Slug with the Silly Shell The Very Hungry Caterpillar Tad Titch Supertato | The Ugly Duckling Peter's Pebbles Spot goes to the farm Farmer Duck Oh Dear Who Sank the Boat Sharing a Shell Commotion in the Ocean Shark in the Park |

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| P R I M E | <p>Personal, social and emotional development</p>  <p>Understanding emotions</p> <p>Sense of self</p> <p>Making relationships</p> | <p>Separate from parent/carer with support</p> <p>Begin to co-operate with Nursery expectations.</p> <p>Begin to form relationships with familiar adults</p> | <p>Recognise and name some feelings e.g. happy, sad.</p> <p>Explore new areas and activities, learning new things and persevering.</p> <p>Play alongside other children and sometimes initiate play with others</p> | <p>Solve conflicts with the support of a familiar adult</p> <p>Understand and follow Nursery routines consistently.</p> <p>Become increasingly aware of similarities between themselves and others.</p> <p>Begin to play co-operatively with familiar peers and adults</p> | <p>Understand that some actions have consequences</p> <p>Enjoy being involved in daily tasks and develop a sense of belonging in the setting.</p> <p>Seek out others to share experiences and may choose to play with a familiar friend</p> | <p>Recognise their own feelings and communicate these to key adults using a growing 'emotional vocabulary' including naming feelings such as worried, excited etc.</p> <p>Confident to take risks, try new things and ask for help.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Develop the skills of negotiation and compromise when dealing with conflict.</p> | <p>Begin to show empathy towards others.</p> <p>Shows confidence in speaking to others about themselves in a familiar group.</p> <p>Make healthy choices about food, drink and toothbrushing.</p> <p>Sustain play for longer periods of time, sharing and building on the ideas and suggestions of others.</p> |
| | <p><u>Nursery Ambition:</u></p> <ul style="list-style-type: none"> - Understand their own and others feelings, offering empathy and comfort. - Recognises that they belong to different communities and social groups, and communicates freely about own home and community. - Socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise, sometimes by themselves and sometimes with support. - | | | | | | |

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| <p>Communication and language</p>  <p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p> | <p>Listen to short stories, songs and rhymes which are active and visual</p> <p>Actively respond to a simple prompt or instruction</p> <p>Understand who, what, where in simple questions</p> <p>Demonstrates an understanding of simple concepts e.g. fast/slow</p> <p>Use simple sentences to talk about things that they are interested in, the here and now.</p> | <p>Follow simple instructions – one step moving onto two steps.</p> <p>Show an understanding of action words (e.g. <u>pour</u> out your water)</p> <p>Uses word endings e.g. (going, cats).</p> <p>Refers to themselves in first person e.g. I, mine <u>not 'me'</u></p> <p>Ask simple questions e.g. "What's that..."</p> | <p>Listens to familiar stories, songs and rhymes with increasing attention and recall</p> <p>Understand the use of objects (e.g. which one do we cut with?)</p> <p>Uses connectives to join thoughts appropriately e.g. and, because</p> <p>Contribute their own ideas to small group sessions and when playing with peers</p> | <p>Joins in with repeated refrains and anticipates key events and phrases in stories, songs and rhymes</p> <p>Understand why and how in simple questions</p> <p>Uses pronouns correctly when talking in the third person e.g. she, he</p> | <p>Be able to follow a prompt or instruction with up to three information carrying words.</p> <p>Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action</p> <p>Questions why things happen and gives explanations.</p> <p>Speak with confidence during carpet times</p> | <p>Sustain attention for longer periods e.g. conversations and group time</p> <p>Asks for clarity when needed to support understanding of a word</p> <p>Be able to talk about a familiar story or event in context, in the correct order</p> <p>Link sentences and generally stick to the topic of conversation</p> |
| <p><u>Nursery ambition:</u></p> <ul style="list-style-type: none"> - Independently apply learnt knowledge to everyday situations. - Begin to follow a simple story without visual prompts - Uses talk to organise, sequence and clarify my thoughts and ideas - Ask why things happen and beginning to offer explanations | | | | | | |

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| | <p>Physical Development</p>  <p>Gross motor</p> <p>Fine motor</p> <p>Health and self-care</p> | <p>Uses large shoulder, arm and leg movements e.g. sweeping</p> <p>Begin to show control in holding and using equipment such as jugs, spades and buckets</p> <p>Show an awareness of the need for the toilet but may still have wetting or soiling accidents</p> | <p>Climbs on simple structures e.g. low-level obstacle course</p> <p>Make marks in different ways using large, spontaneous movements</p> <p>Eats a range of different foods</p> | <p>Climb with confidence on outdoor equipment e.g. climbing frame</p> <p>Ride a tricycle with pedals</p> <p>Grasps a tool to make intentional marks</p> <p>Use fingers to grasp and pick up smaller objects</p> <p>Be mostly independent in using the toilet</p> | <p>Move confidently in a number of ways e.g. forwards, backwards, sideways.</p> <p>Shows a preference for a dominant hand</p> <p>Attend to toileting needs independently</p> <p>Oral health and why it is important.</p> | <p>Be able to collaborate with others to move larger items</p> <p>Navigate around objects when moving</p> <p>Use mark making tools and other one-handed equipment with increasing control</p> <p>Begin to use a knife and fork and be able to feed themselves with a fork</p> | <p>Develop good hand eye co-ordination when throwing and catching balls and beans bags</p> <p>Jumps off an object and lands appropriately, managing their risk</p> <p>Use a pencil to make deliberate, controlled marks</p> <p>Describe physical changes that can happen to the body when feeling unwell</p> |
| <p><u>Nursery ambition:</u></p> <ul style="list-style-type: none"> - Negotiates space successfully and experiments with different ways of moving, testing out ideas and adapting movement to reduce risk. - Begin to use an effective pencil grip to control mark making tools e.g. tripod grip. - Have an understanding of how to keep healthy e.g. exercise, healthy foods, oral health | | | | | | | |

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| <p>Literacy</p>  <p>Reading</p> <p>Writing</p> | <p>Looks at books independently</p> <p>Enjoys listening to stories, rhymes and songs</p> <p>Use muscles in hands and arms to make big movements.</p> | <p>Enjoys singing some familiar nursery rhymes</p> <p>Asks to share a book with a familiar adult and at group time</p> <p>Make marks using a range of tools and materials</p> <p>Distinguish between the marks they make</p> | <p>Handle books e.g. turning pages, hold the book the right way up</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begin to give meaning to the marks they make</p> | <p>Choose some books independently linked to interests and favourites</p> <p>Remember some key parts of familiar stories</p> <p>Make more controlled and detailed marks such as circles and lines</p> | <p>Recognises familiar words such as their own name and advertising logos.</p> <p>Make marks to represent their names</p> <p>Make marks for a purpose e.g. making a list, writing a card.</p> | <p>Begin to recognise some letters e.g. letters in name</p> <p>Shows interest in authors and illustrators</p> <p>Starts to understand fiction and non-fiction</p> <p>Write some letters e.g. letters from name</p> |
| Phonics | <u>Aspect 1 – Environmental Sound Discrimination</u> | <u>Aspect 2 – Instrumental</u> <u>Aspect 3 – Body Percussion</u> | <u>Aspect 4 – Rhythm and Rhyme</u> | <u>Aspect 5 – Alliteration</u> | <u>Aspect 6 – Voice Sounds</u> | <u>Aspect 7 – Oral Blending and Segmenting</u> |
| <p><u>Nursery ambition:</u></p> <ul style="list-style-type: none"> - Have a love of sharing favourite stories with peers and adults. - Able to recall and discuss stories and information that has been read to them, or they have read themselves. - Begins to make letter type shapes to represent their name. - Confidently blends and segments sounds in simple words orally. | | | | | | |


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| <p>Mathematics</p>  <p>Cardinality and Counting</p> <p>Comparison</p> <p>Composition</p> <p>Pattern</p> <p>Shape and Space</p> <p>Measure</p> | <p>Join in with number rhymes that count forwards.</p> <p>Compare amounts using 'lots' 'more'.</p> <p>Identify and name different colours.</p> <p>Fits objects into spaces.</p> <p>Compare size using language 'big' and 'small.'</p> <p>Understand some time language. Now and Next</p> | <p>Subitise 1 and 2.</p> <p>Recognise numbers of significance.</p> <p>Recite numbers in order up to 5.</p> <p>Begins to count on fingers.</p> <p>Sort, match and compare different objects and talk about similarities and differences.</p> <p>Talk about and identify patterns around them.</p> <p>Begins to recognise and name some 2D shapes.</p> <p>Uses blocks to create structures and arrangements.</p> <p>fills and empties containers, recognising when they are full/empty.</p> | <p>Subitise up to 3.</p> <p>Begins to notice numerals in the environment.</p> <p>Understands the cardinal value of numbers up to 3 knowing that the last number counted gives the total so far up to 3.</p> <p>Share amounts equally.</p> <p>Compare amounts using language 'more than' 'fewer than.'</p> <p>Explore and add to simple AB patterns.</p> <p>Select shapes appropriately, flat surfaces for building etc.</p> <p>Combine shapes to make new ones. Talk about the properties of some shapes. E.g. straight edges.</p> <p>Compare length using 'long' and 'short.'</p> | <p>Recognise numerals up to 5.</p> <p>Counts 1:1 to 5.</p> <p>Confidently counts on fingers to 5.</p> <p>Sort groups with the same number of things.</p> <p>Responds to some spatial or positional language.</p> <p>Begin to explore the composition of numbers to 3. e.g. my tower has 2 blue cubes and 1 red cube.</p> <p>Use some time language. Now and Next</p> | <p>Subitise up to 5.</p> <p>Links numerals to amounts up to 5.</p> <p>Knows that the total does not change when objects are rearranged.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Make comparisons between objects relating to size, length.</p> <p>Extend ABAB patterns.</p> <p>Knows 2D shape names and some 3D shapes.</p> <p>Orders objects by size/length/capacity and uses comparison language.</p> | <p>Recognise some numerals beyond 5.</p> <p>Understands the cardinal value of numbers up to 5 knowing that the last number counted gives the total so far up to 5.</p> <p>Make comparisons between objects relating to weight and capacity.</p> <p>Sort, match and classify by applying different and more than one property.</p> <p>Creates own repeating pattern.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind.'</p> <p>Uses positional language in play.</p> <p>Begin to describe a sequence a sequence of events real or fictional.</p> |
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Nursery ambition:

- Recognise and match all numerals to groups of objects to 5.
- Compares two small groups of objects, saying when there are the same number of objects in each.
- Confidently identifies composition of numbers to three independently within play.
- Identify a rule in an ABAB pattern.
- Uses own ideas to models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.
- In everyday activities children will begin to predict and give reason when comparing the length, weight and capacity of things.

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| <p>Key vocabulary</p> | <p>Lots More Big Small Colour (names) Number names Now Next</p> | <p>Count Sort Match Similar Different Same Pattern Common 2D shape names Full Empty Flat (surface)</p> | <p>Subitise Share More than Fewer than Repeating pattern Fit together Edges Straight Curved Corners</p> | <p>Morning Afternoon Night time On Under Next to In In front of Behind Now Next</p> | <p>Size Total Bigger/biggest Smaller/smallest Medium Longer/longest Shorter/shortest Tall/taller/tallest Cylinder Cube Cuboid</p> | <p>Light/lighter/lightest Heavy/heavier/heaviest First Then After Today Tomorrow Yesterday</p> |
| <p>Questions for Mastery</p> | <ul style="list-style-type: none"> - Can you show me another way? - Do you notice any patterns? - What would happen if... - How do you know that? | | | | | |

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| <p>Understanding the world</p>  <p>People and communities</p> <p>The world</p> <p>Technology</p> | <p>My world- Talk about their own experiences and the people who are familiar to them.</p> <p>Plays with small world reconstructions building on first-hand experiences e.g. visiting the farm, train tracks, garage.</p> <p>Plays with water to investigate 'low technology' such as washing and cleaning.</p> | <p>My world- Talk about special times they have shared with their family.</p> <p>Talks about and explore different celebrations and festivals e.g. Diwali, Christmas and Halloween.</p> <p>Talks about the signs of Autumn and Winter and how this is different to summer.</p> <p>Explore collections of items e.g. natural and man-made.</p> <p>Shows skills in making toys work by pressing parts to achieve effects such as sound or movements- remote control cars and monster trucks.</p> | <p>The world around me- Begin to recognise and talk about some similarities and differences between themselves and others.</p> <p>Observes changes and investigate how and why things happen e.g. frost, snow, melting.</p> <p>Explores floating and sinking.</p> <p>Can make technological toys work with knobs or pulleys exploring cause and effect – string puppets, activity cubes, cogs etc.</p> | <p>The world around me- Begin to talk about different occupations.</p> <p>Continues to talk about and explore different celebrations and festivals e.g. Eid, Easter.</p> <p>Continues to develop an understanding of growth and changes over time- Spring, new growth in plants and animals.</p> <p>Begins to know that the world is made up of lots of places/countries.</p> <p>Can operate some real technological objects including cameras and touch screen devices.</p> | <p>The world beyond- Share their knowledge of cultures and traditions that are different to their own.</p> <p>Understand that we need to care for the environment and living things.</p> <p>Grows plants and understands what they need to be healthy.</p> <p>Extend skills in making toys work by pressing parts to achieve effects– Bee Bots.</p> | <p>Look at me now- Talk about past and present events in their own life and in the lives of family members.</p> <p>Understands that humans and animals grow and change.</p> <p>Observe habitats of animals and insects in our immediate environment e.g. butterflies and tadpoles.</p> <p>Explore simple forces e.g. what happens when we push a boat down.</p> <p>Knows information can be retrieved from digital devices and the internet.</p> |
| | <p>Nursery ambition:</p> <ul style="list-style-type: none"> - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - Begin to understand the effect their behaviour can have on the environment and how they can make change. - Can complete a simple program on an electronic device (Busy Things) - | | | | | |

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| <p>Expressive art and design</p>  | <p>Artist Focus: Andy Warhol (Faces and People)</p>  | <p>Artist Focus: Van Gough (Starry Night)</p>  | <p>Artist Focus: Kandinsky (Shape and Colour)</p>  | <p>Artist Focus: Charlie Phillips (Photography)</p>  | <p>Artist Focus: Matisse (The Snail)</p>  | <p>Artist Focus: Steven Brown (Animals)</p>  |
| <p>Creating and using materials</p> <p>Being imaginative and expressive</p> <p>Music and movement</p> | <p>Uses colour to make marks.</p> <p>Makes marks to represent things based on imagination, observation and experience.</p> <p>Beginning to represent faces when mark making and adding more detail.</p> <p>Engages in imaginative role-play based on first hand experiences.</p> <p>Sings familiar songs.</p> | <p>Explores and talks about mixed media and textures.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Enjoys joining in with singing, dancing and exploring sounds.</p> <p>Develops an understanding of how to create sounds intentionally.</p> | <p>Uses colour for a purpose.</p> <p>Understands they can use lines to enclose space, and then use these shapes to represent.</p> <p>Explores tools and their uses.</p> <p>Uses available props to support role-play.</p> <p>Continues to explore moving in a range of ways.</p> | <p>Explores how colours can be changed- powder paint mixing.</p> <p>Uses tools for a purpose.</p> <p>Use technology within an art project e.g. use a camera to take a photograph.</p> <p>Seeks out others to include in their role-play.</p> <p>Sings some songs independently.</p> | <p>Manipulates materials to achieve a planned effect – can say what they want to create and what media they plan to use.</p> <p>Develop their own ideas through experimentation.</p> <p>Creates representations of both imaginary and real-life ideas.</p> <p>Taps out simple repeated rhythms.</p> | <p>Creates simple representations of events, people and objects.</p> <p>Uses tools and materials confidently.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Begins to build a collection of songs and dances.</p> |
| <p><u>Nursery ambition:</u></p> <ul style="list-style-type: none"> - Uses their increasing knowledge and understanding of tools and materials to explore their interest and enquiries and develop their thinking. - Plays cooperatively as part of a group to create, develop, and act out and imaginary idea or narrative. - Makes music in a range of ways, playing along to the beat of the song they are singing or music they are listening to. - | | | | | | |