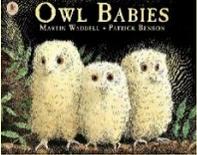
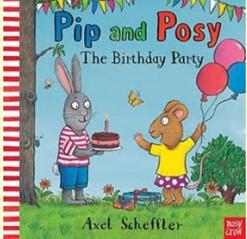
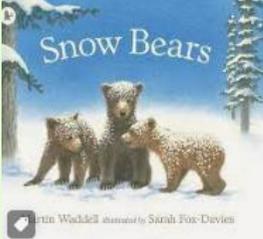
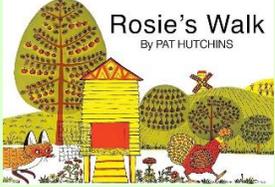
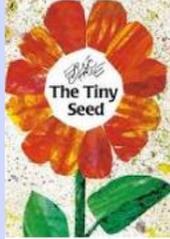
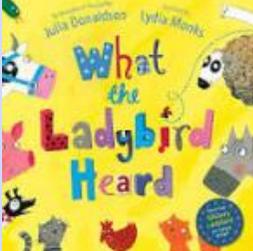




Hirst Wood Nursery School Long Term Plan 23-24

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Grandparents' day – 1st Oct	Halloween – Oct 31st Diwali – 12th Nov Bonfire Night – 5th Nov Christmas 25 <sup>th</sup> 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?
<b>Themed Weeks</b>	We are unique	We are a community	We are artists	We are explorers	We are healthy	We are scientists?
<b>Key questions</b>	<b>What/ who is special to me?</b>	<b>What do I celebrate?</b>	<b>Is the weather the same every day?</b>	<b>What journeys have I been on?</b>	<b>What has started happening to the trees?</b>	<b>Do I have any animals at home?</b>
<b>My World</b>	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?
<b>The World Around Me</b>	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?
<b>The World Beyond</b>	How have I changed?		How will the weather change throughout the year?			
			What's the weather like in other places?			
<b>Wow moments &amp; cultural capital</b>	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

	Bring in special teddy					Visit to local art gallery
<b>Key vocabulary</b>	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
<b>Core books</b> 						
<b>Supplementary texts</b> 	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 The 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

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

<p><b>Communication and language</b></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"> <li>- Independently apply learnt knowledge to everyday situations.</li> <li>- Begin to follow a simple story without visual prompts</li> <li>- Uses talk to organise, sequence and clarify my thoughts and ideas</li> <li>- Ask why things happen and beginning to offer explanations</li> </ul>						

	<p><b>Physical Development</b></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"> <li>- Negotiates space successfully and experiments with different ways of moving, testing out ideas and adapting movement to reduce risk.</li> <li>- Begin to use an effective pencil grip to control mark making tools e.g. tripod grip.</li> <li>- Have an understanding of how to keep healthy e.g. exercise, healthy foods, oral health</li> </ul>							

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<p><b>Literacy</b></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>
<p>Phonics</p>	<p><u>Aspect 1 – Environmental Sound Discrimination</u></p>	<p><u>Aspect 2 – Instrumental</u></p> <p><u>Aspect 3 – Body Percussion</u></p>	<p><u>Aspect 4 – Rhythm and Rhyme</u></p>	<p><u>Aspect 5 – Alliteration</u></p>	<p><u>Aspect 6 – Voice Sounds</u></p>	<p><u>Aspect 7 – Oral Blending and Segmenting</u></p>
<p><u>Nursery ambition:</u></p> <ul style="list-style-type: none"> <li>- Have a love of sharing favourite stories with peers and adults.</li> <li>- Able to recall and discuss stories and information that has been read to them, or they have read themselves.</li> <li>- Begins to make letter type shapes to represent their name.</li> <li>- Confidently blends and segments sounds in simple words orally.</li> </ul>						

<p><b>Mathematics</b></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.

<p><b>Key vocabulary</b></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><b>Questions for Mastery</b></p>	<ul style="list-style-type: none"> <li>- Can you show me another way?</li> <li>- Do you notice any patterns?</li> <li>- What would happen if...</li> <li>- How do you know that?</li> </ul>					

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<p><b>Understanding the world</b></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><b>Nursery ambition:</b></p> <ul style="list-style-type: none"> <li>- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</li> <li>- Begin to understand the effect their behaviour can have on the environment and how they can make change.</li> <li>- Can complete a simple program on an electronic device (Busy Things)</li> <li>-</li> </ul>					

<p><b>Expressive art and design</b></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"> <li>- Uses their increasing knowledge and understanding of tools and materials to explore their interest and enquiries and develop their thinking.</li> <li>- Plays cooperatively as part of a group to create, develop, and act out and imaginary idea or narrative.</li> <li>- Makes music in a range of ways, playing along to the beat of the song they are singing or music they are listening to.</li> <li>-</li> </ul>						