

**Hirst Wood Nursery School Long Term Plan 2024-2025**

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|  | **Autumn 1**Owl Visit 9th Oct | **Autumn 2**Halloween – Oct 31stDiwali – 1st NovBonfire Night – 5th NovChristmas 25th DecNursery at Night 6th NovChildren in Need 13th & 15th Nov7th December Hanukkah26th Nov Author VisitChristmas Lunch 10th/12th Christmas parties 17th & 19th  | **Spring 1**Lunar New Year 29th January – Year of the snakePancake Day – 4th March22nd Jan Grandparents S&PSalt Pots 29th NSPCC number Day 7th Feb | **Spring 2**World Book Day 6th MarchBedtime Story Eid-Ul-Fitr – 30/31st MarchEaster Sunday –20th AprilWk 2 – Walk to the WoodsScience Week 7th March | **Summer 1**Life Caravan 14th MayHuff and Puff event 21st May  | **Summer 2**Eid al Adha 7th JuneLeavers Picnics Mobile Farm 16th July |
| ***‘I wonder?’ 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****My World****The World Around Me****The World Beyond** | What/ who is special to me?Where do I live? What is a home? Does everyone have the same people in their house?What/who is special to others? | What do I celebrate?What celebrations do I have to look forward to?How is what I celebrate different to what others celebrate? | Is the weather the same every day?What do I need to wear in cold weather?What can I notice about the change in weather?How will the weather change throughout the year?What’s the weather like in other places? | What journeys have I been on?Where would I like to go, how would I get there?Can I travel everywhere in a car? | What has started happening to the trees?Have you heard/seen any baby animals?What do living things need to help them grow? | Do I have any animals at home?Where do different animals live?Why do animals need different habitats? |
| **Wow Moments**  | Birds of Prey visitBring in family photograph Bring in special teddy  | Autumn walkNursery at NightHomeless Not Hopeless  | Bedtime Story Salt Pots Visit  | Local walk - photography focus  | Visit from Jasper the dogTadpoles Life Caravan  | Farm visit CaterpillarsSummer Walk to woodsVisit to local art gallery |
| **Key Vocabulary** | FamilyOwlBabySpecialConkerI, me, mineFavourite  | Night Celebration Festival PeopleAutumn SeasonWeatherBirthday Leaves | Snow/snowflakeWinterFrostIceMelt ColdChange | Spring ShootsFlowerWalkEasterEggHatchMap | GrowSeedButterfly Caterpillar InsectObserveCompare  | AnimalsNoisesFarmerVillainSummerTravel Adventure  |
| **Core Books****Stars with solid fill** | Owl Babies by Martin Waddell & Patrick Benson | Early Years Resources | Pip and Posy: The Birthday Party - Camilla Reid - 9781839943195 -  Woodbridge Books |  | Rosie's Walk (Classic Board Books) by Hutchins, Pat |  |  |
| **Supplementary Texts****Books with solid fill** | AUTUMN BOOKS!Find Spot at NurseryMonkey PuzzleWhere’s My TeddyThe Tiger Who came to teaThe Colour MonsterWow said the owlThe Three Little Pigs | Don’t Wake Up TigerTidyDear SantaThe Gruffalo’s ChildStick ManWe’re Going on a pumpkin huntWhatever NextMeg and MogGingerbread Man | The Polar Bear and the Snow CloudWhen will it be springBlue PenguinLost and FoundWe’re Going on a Bear HuntBiscuit BearGoldilocks and the Three BearsMr Wolf’s Pancakes | Little Red HenDavy’s Scary JourneyMartha Maps it OutThe SuitcaseMr Wolf’s PancakesWe’re Going on and Egg HuntDuck in a Truck | Matisse’s Magical TrailJack and the BeanstalkJasper’s Bean StalkNorman the Slug with the Silly ShellThe Very Hungry CaterpillarTadTitchSupertato | The Ugly DucklingPeter’s PebblesSpot goes to the farmFarmer DuckOh DearWho Sank the BoatSharing a ShellCommotion in the OceanShark in the Park |

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| **P****R****I****ME** | **Personal, social and emotional development**Understanding emotionsSense of selfMaking relationships | Separate from parent/carer with supportBegin 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 adultUnderstand 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.  |
| Nursery Ambition:* 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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|  | **Communication and language** Chat with solid fillListening and attentionUnderstandingSpeaking | Listen to short stories, songs and rhymes which are active and visualActively respond to a simple prompt or instructionUnderstand who, what, where in simple questionsDemonstrates an understanding of simple concepts e.g. fast/slowUse simple sentences to talk about things that they are interested in, the here and now. | Follow simple instructions – one step moving onto two steps.Show an understanding of action words (e.g. pour out your water)Uses word endings e.g. (going, cats).Refers to themselves in first person e.g. I, mine not ‘me’Ask simple questions e.g. “What’s that…” | Listens to familiar stories, songs and rhymes with increasing attention and recallUnderstand the use of objects (e.g. which one do we cut with?)Uses connectives to join thoughts appropriately e.g. and, becauseContribute their own ideas to small group sessions and when playing with peers | Joins in with repeated refrains and anticipates key events and phrases in stories, songs and rhymesUnderstand why and how in simple questionsUses pronouns correctly when talking in the third person e.g. she, he | Be able to follow a prompt or instruction with up to three information carrying words.Shows understanding of prepositions such as *under, on top, behind* by carrying out an actionQuestions why things happen and gives explanations.Speak with confidence during carpet times  | Sustain attention for longer periods e.g. conversations and group timeAsks for clarity when needed to support understanding of a wordBe able to talk about a familiar story or event in context, in the correct orderLink sentences and generally stick to the topic of conversation |
| Nursery ambition:* 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 am beginning to offer explanations
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|  | **Physical Development**Football ball with solid fillGross motorFine motorHealth and self-care | Uses large shoulder, arm and leg movements e.g. sweepingBegin to show control in holding and using equipment such as jugs, spades and bucketsShow an awareness of the need for the toilet but may still have wetting or soiling accidents | Climbs on simple structures e.g. low-level obstacle courseMake marks in different ways using large, spontaneous movementsEats a range of different foods | Climb with confidence on outdoor equipment e.g. climbing frame Ride a tricycle with pedals Grasps a tool to make intentional marksUse fingers to grasp and pick up smaller objectsBe mostly independent in using the toilet  | Move confidently in a number of ways e.g. forwards, backwards, sideways.Shows a preference for a dominant handAttend to toileting needs independently Oral health and why it is important.  | Be able to collaborate with others to move larger items Navigate around objects when moving Use mark making tools and other one-handed equipment with increasing controlBegin to use a knife and fork and be able to feed themselves with a fork | Develop good hand eye co-ordination when throwing and catching balls and beans bagsJumps off an object and lands appropriately, managing their riskUse a pencil to make deliberate, controlled marks Describe physical changes that can happen to the body when feeling unwell |
|  | Nursery ambition:* 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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| **S****P****E****C****F****I****C** | **Literacy****Open book with solid fill**ReadingWriting | Looks at books independentlyEnjoys listening to stories, rhymes and songsUse muscles in hands and arms to make big movements.  | Enjoys singing some familiar nursery rhymesAsks to share a book with a familiar adult and at group timeMake marks using a range of tools and materialsDistinguish between the marks they make  | Handle books e.g. turning pages, hold the book the right way upJoins in with repeated refrains and anticipates key events and phrases in rhymes and storiesBegin to give meaning to the marks they make  | Choose some books independently linked to interests and favouritesRemember some key parts of familiar stories Make more controlled and detailed marks such as circles and lines | Recognises familiar words such as their own name and advertising logos.Make marks to represent their namesMake marks for a purpose e.g. making a list, writing a card. | Begin to recognise some letters e.g. letters in name Shows interest in authors and illustratorsStarts to understand fiction and non-fictionWrite some letters e.g. letters from name  |
| Phonics | Aspect 1 – Environmental Sound Discrimination | Aspect 2 – InstrumentalAspect 3 – Body Percussion | Aspect 4 – Rhythm and Rhyme | Aspect 5 – Alliteration | Aspect 6 – Voice Sounds | Aspect 7 – Oral Blending and Segmenting |
| Nursery ambition:* 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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| **Mathematics****Scales of justice with solid fill**Cardinality and Counting ComparisonComposition Pattern Shape and Space Measure  | Join in with number rhymes that count forwards. Compare amounts using ‘lots’ ‘more’.Identify and name different colours. Fits objects into spaces. Beginning to understand some positional language. Compare size using language ‘big’ and ‘small.’ Understand some time language. Now and Next  | Subitise 1 and 2. Recognise numbers of significance. Recite numbers in order up to 5. Begins to count on fingers. Sort, match and compare different objects and talk about similarities and differences. Talk about and identify patterns around them. Begins to recognise and name some 2D shapes. Uses blocks to create structures and arrangements. fills and empties containers, recognising when they are full/empty.  | Subitise up to 3. Begins to notice numerals in the environment. Understands the cardinal value of numbers up to 3 knowing that the last number counted gives the total so far up to 3. Share amounts equally. Compare amounts using language ‘more than’ ‘fewer than.’ Explore and add to simple AB patterns.Select shapes appropriately, flat surfaces for building etc. Combine shapes to make new ones. Talk about the properties of some shapes. E.g. straight edges. Compare length using ‘long’ and ‘short.’ | Recognise numerals up to 5. Counts 1:1 to 5. Confidently counts on fingers to 5. Sort groups with the same number of things. Responds to some spatial or positional language. Begin to explore the composition of numbers to 3. e.g. my tower has 2 blue cubes and 1 red cube. Use some time language. Now and Next  | Subitise up to 5. Links numerals to amounts up to 5. Knows that the total does not change when objects are rearranged. Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, length. Extend ABAB patterns. Knows 2D shape names and some 3D shapes. Orders objects by size/length/capacity and uses comparison language.  | Recognise some numerals beyond 5. Understands the cardinal value of numbers up to 5 knowing that the last number counted gives the total so far up to 5. Make comparisons between objects relating to weight and capacity. Sort, match and classify by applying different and more than one property. Creates own repeating pattern. Discuss routes and locations, using words like ‘in front of’ and ‘behind.’ Uses positional language in play. Begin to describe a sequence a sequence of events real or fictional.  |
| 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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| **Key Vocabulary**  | Lots MoreBig Small Colour (names)Number namesNowNext | Count Sort Match Similar Different SamePattern Common 2D shape names Full Empty Flat (surface) | SubitiseShare More than Fewer than Repeating pattern Fit together EdgesStraightCurvedCorners  | MorningAfternoonNight timeOnUnder Next toIn In front ofBehindNowNext  | SizeTotal Bigger/biggestSmaller/smallest Medium Longer/longestShorter/shortestTall/taller/tallestCylinderCubeCuboid | Light/lighter/lightestHeavy/heavier/heaviest First Then After TodayTomorrowYesterday |
| **Questions for Mastery** | * Can you show me another way?
* Do you notice any patterns?
* What would happen if…
* How do you know that?
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|  | **Understanding the world****Earth globe: Americas with solid fill**People and communitiesThe worldTechnology | My world - Talk about their own experiences and the people who are familiar to them.Plays with small world reconstructions building on first-hand experiences e.g. visiting the farm, train tracks, garage. Plays with water to investigate ‘low technology’ such as washing and cleaning.  | My world - Talk about special times they have shared with their family. Talks about and explore different celebrations and festivals e.g. Diwali, Christmas and Halloween. Talks about the signs of Autumn and Winter and how this is different to summer. Explore collections of items e.g. natural and man-made. Shows skills in making toys work by pressing parts to achieve effects such as sound or movements - remote control cats and monster trucks. | The world around me - Begin to recognise and talk about some similarities and differences between themselves and others. Observes changes and investigate how and why things happen e.g frost, snow, melting. Explores floating and sinking. Can make technological toys work with knobs or pulleys exploring cause and effect – string puppets, activity cubes, cogs etc.  | The world around me - Begin to talk about different occupations. Continues to talk about and explore different celebrations and festivals e.g. Eid, Easter. Continues to develop an understanding of growth and changes over time - Spring, new growth in plants and animals. Begins to know that the world is made up of lots of places/countries. Can operate some real technological objects including cameras and touch screen devices.  | The world beyond - Share their knowledge of cultures and traditions that are different to their own.Understand that we need to care for the environment and living things. Grows plants and understands what they need to be healthy. Extend skills in making toys work by pressing parts to achieve effects– Bee Bots.  | Look at me now - Talk about past and present events in their own life and in the lives of family members. Understands that humans and animals grow and change. Observe habitats of animals and insects in our immediate environment e.g. butterflies and tadpoles.Explore simple forces e.g. what happens when we push a boat down. Knows information can be retrieved from digital devices and the internet.  |
|  | Nursery ambition:* 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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|  | **Expressive art and design****Palette with solid fill**Creating and using materialsBeing imaginative and expressive Music and movement  | Artist Focus:Andy Warhol(Faces and People) | Artist Focus:Van Gough (Stary Night)Hand Painted Vincent Van Gogh Starry Night Painting - Etsy UK | Artist Focus:Kandinsky (Shape and Colour) Wassily Kandinsky | Public Domain Abstract Bauhaus art - rawpixel | Artist Focus:Charlie Phillips (Photography)Who the F*** Is Charlie Phillips? - Mr Feelgood | Artist Focus:Matisse (The Snail)Matisse: Drawing with Scissors | National Museums Liverpool | Artist Focus:Steven Brown (Animals)Wall Art - Iconic Creations by Famous Artist Steven Brown — Steven Brown Art |
| Uses colour to make marks. Makes marks to represent things based on imagination, observation and experience. Beginning to represent faces when mark making and adding more detail. Engages in imaginative role-play based on first hand experiences. Sings familiar songs. | Explores and talks about mixed media and textures. Plays alongside other children who are engaged in the same theme. Enjoys joining in with singing, dancing and exploring sounds. Develops an understanding of how to create sounds intentionally.  | Uses colour for a purpose. Understands they can use lines to enclose space, and then use these shapes to represent. Explores tools and their uses. Uses available props to support role-play. Continues to explore moving in a range of ways.  | Explores how colours can be changed - powder paint mixing. Uses tools for a purpose. Use technology within an art project e.g. use a camera to take a photograph. Seeks out others to include in their role-play. Sings some songs independently.  | Manipulates materials to achieve a planned effect – can say what they want to create and what media they plan to use. Develop their own ideas through experimentation.Creates representations of both imaginary and real-life ideas. Taps out simple repeated rhythms.  | Creates simple representations of events, people and objects. Uses tools and materials confidently. Introduces a storyline or narrative into their play. Begins to build a collection of songs and dances.  |
|  | Nursery ambition: * 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.
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