

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

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|  | **Autumn 1**  Owl Visit 9th Oct | **Autumn 2**  Halloween – Oct 31st  Diwali – 1st Nov  Bonfire Night – 5th Nov  Christmas 25th Dec  Nursery at Night 6th Nov  Children in Need 13th & 15th Nov  7th December Hanukkah  26th Nov Author Visit  Christmas Lunch 10th/12th  Christmas parties 17th & 19th | **Spring 1**  Lunar New Year 29th January – Year of the snake  Pancake Day – 4th March  22nd Jan Grandparents S&P  Salt Pots 29th  NSPCC number Day 7th Feb | **Spring 2**  World Book Day 6th March  Bedtime Story  Eid-Ul-Fitr – 30/31st March  Easter Sunday –20th April  Wk 2 – Walk to the Woods  Science Week 7th March | **Summer 1**  Life Caravan 14th May  Huff and Puff event 21st May | **Summer 2**  Eid al Adha 7th June  Leavers 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 visit  Bring in family photograph  Bring in special teddy | 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  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**  **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 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 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**  **ME** | **Personal, social and emotional development**    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. |
| 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 fill  Listening and attention  Understanding  Speaking | Listen to short stories, songs and rhymes which are active and visual  Actively respond to a simple prompt or instruction  Understand who, what, where in simple questions  Demonstrates an understanding of simple concepts e.g. fast/slow  Use 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 recall  Understand the use of objects (e.g. which one do we cut with?)  Uses connectives to join thoughts appropriately e.g. and, because  Contribute 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 rhymes  Understand why and how in simple questions  Uses 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 action  Questions why things happen and gives explanations.  Speak with confidence during carpet times | Sustain attention for longer periods e.g. conversations and group time  Asks for clarity when needed to support understanding of a word  Be able to talk about a familiar story or event in context, in the correct order  Link 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 fill  Gross motor  Fine motor  Health and self-care | Uses large shoulder, arm and leg movements e.g. sweeping  Begin to show control in holding and using equipment such as jugs, spades and buckets  Show 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 course  Make marks in different ways using large, spontaneous movements  Eats 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 marks  Use fingers to grasp and pick up smaller objects  Be mostly independent in using the toilet | Move confidently in a number of ways e.g. forwards, backwards, sideways.  Shows a preference for a dominant hand  Attend 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 control  Begin 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 bags  Jumps off an object and lands appropriately, managing their risk  Use 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**  Reading  Writing | Looks at books independently  Enjoys listening to stories, rhymes and songs  Use muscles in hands and arms to make big movements. | | Enjoys singing some familiar nursery rhymes  Asks to share a book with a familiar adult and at group time  Make marks using a range of tools and materials  Distinguish between the marks they make | | Handle books e.g. turning pages, hold the book the right way up  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Begin to give meaning to the marks they make | | Choose some books independently linked to interests and favourites  Remember 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 names  Make 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 illustrators  Starts to understand fiction and non-fiction  Write some letters e.g. letters from name | |
| Phonics | Aspect 1 – Environmental Sound Discrimination | | Aspect 2 – Instrumental  Aspect 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. | | | | | | | | | | | | |
| **Mathematics**  **Scales of justice with solid fill**  Cardinality and Counting  Comparison  Composition  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. | | | | | | | | | | | | |
| **Key Vocabulary** | | Lots  More  Big  Small  Colour (names)  Number names  Now  Next | | Count  Sort  Match  Similar  Different  Same  Pattern  Common 2D shape names  Full  Empty  Flat (surface) | | Subitise  Share  More than  Fewer than  Repeating pattern  Fit together  Edges  Straight  Curved  Corners | | Morning  Afternoon  Night time  On  Under  Next to  In  In front of  Behind  Now  Next | | Size  Total  Bigger/biggest  Smaller/smallest  Medium  Longer/longest  Shorter/shortest  Tall/taller/tallest  Cylinder  Cube  Cuboid | | Light/lighter/lightest  Heavy/heavier/heaviest  First  Then  After  Today  Tomorrow  Yesterday |
| **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 communities  The world  Technology | 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 materials  Being 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. | | | | | | |