



Hirst Wood Nursery School Long Term Plan 2025-26

This is a working document, and therefore themes / topics may change depending on the children's interests and fascinations.
The Long Term Plan identifies the key focus for each half term and is used alongside the more detailed curriculum sequencing documents.

	Autumn 1 Owl Visit 8 th Oct Nursery at Night 22 nd Oct Close for half term 24 th October	Autumn 2 Halloween Oct 31 st Diwali Sunday 1 st November Bonfire Night 5 th Nov 10-14 th November World Nursery Rhyme Week Children in Need cake sale Wednesday 12 th Nv CIN wear spots 14 th Nov Road Safety Week 17-21 st November WC 24/11 Living at Number 4 Drama visit WC 1/12- Christmas decorations and Saltaire Living Advent Calendar Window Christmas Lunch 9 th /11 th 10 th Christmas Jumper Day/ Titus Salt Trail/Xmas Walk 14 th December Hanukkah Christmas parties 17 th & 19 th Close Friday 19 th Christmas 25 th Dec	Spring 1 28 th Jan Grandparents S&P Salt Pots 21 st January Children's Mental Health week 3-10 th Feb NSPCC number Day 6 th Feb Safer Internet Day 11 th of February 2025 Lunar New Year 17 th Feb– Year of the horse Close for half term 13 th February Pancake Day – Tuesday 17 th March	Spring 2 Lunar New Year 17 th Feb– Year of the horse. Themed lunch Tuesday and Thursday. World Book Day 4 th March Bedtime Story & themed lunch Tues and Thurs 6-15 th March British Science Week WC 9/3 Children's Mental Health Week WC 20 th March Oral Health Week Eid-UL-Fitr – 19/20 st March Easter Lunch 24 th and 26 th Close for half term Friday 27 th Easter Sunday –5 th April	Summer 1 22 nd April Earth Day 6 th School Photographs Healthy lunch 12 th and 14 th Balance Bikes 12 & 14 th Life Caravan 13 th May Sing Along event 20 st May Eid-al-adha 27 th May Close Friday 22 nd SALTIRE ARTS TRAIL 2025: Sat 24 – Mon 26 May.	Summer 2 WC 22.6 Walk to the woods Leavers Picnics 14 th and 16 th Mobile Farm 15 th July Graduation 17 th July
'I wonder?' question	I wonder what's special? (human growth)	I wonder how people celebrate?	I wonder how it's made? (changes e.g. ice)	I wonder where we're going?	I wonder how it grows? (plants)	I wonder who lives there? (pets/insects/animals)
Themed Weeks	We are unique	We are a community	We are artists	We are explorers wk4	We are healthy	We are scientists
Key Questions My World	Who am I? Who is special to me?	What celebrations are special to me and my family?	What changes can I see? E.g. art, making jelly, toast ice cubes, or baking.	How do I get to nursery? What journeys have I been on with my family?	What plants can I see growing?	Who lives in my house/garden? (Pets, spiders, worms, birds, bees)

<p>The World Around Me</p> <p>The World Beyond</p>	<p>What do other families look like?</p>	<p>What celebrations happen in my community or school?</p> <p>What celebrations happen around the world?</p>	<p>How does the weather change?</p> <p>What do people make or change every day?</p> <p>(Explores jobs like bakers, builders)</p>	<p>Can I travel everywhere in a car?</p>	<p>How can I help plants to grow?</p> <p>Who grows the food we eat?</p>	<p>Who lives in the places I visit? e.g. Park, seaside, farm</p> <p>Which animals live in hot countries like Africa or cold places like Antarctica?</p>
<p>Wow Moments</p>	<p>Birds of Prey visit</p> <p>Bring in family photograph</p> <p>Bring in special teddy</p> <p>Nursery at Night</p>	<p>Living at Number 4 Drama visit</p> <p>Titus Salt Trail/Xmas Walk</p> <p>Christmas parties</p>	<p>Grandparent's Stay and Play</p> <p>Salt Pots Visit</p> <p>Link with other local artists</p> <p>Bakers/builders visit</p>	<p>Bedtime Story Session</p> <p>Visit local community to buy something.</p> <p>Look at maps of local area</p>	<p>Tadpoles</p> <p>Life Caravan & Balance Bikes</p> <p>Growing from seeds/looking at bulbs</p> <p>Earth Day</p> <p>Link up with Saltaire Arts Trail?</p> <p>Visit from optician and doctor to discuss their jobs</p>	<p>Farm visit</p> <p>Caterpillars</p> <p>Summer Walk to woods</p>
<p>Key Vocabulary</p>	<p>Family</p> <p>Owl</p> <p>Baby</p> <p>Special</p> <p>Conker</p> <p>I, me, mine</p> <p>Favourite</p>	<p>Night</p> <p>Celebration</p> <p>Festival</p> <p>People</p> <p>Autumn</p> <p>Season</p> <p>Weather</p> <p>Birthday</p> <p>Leaves</p>	<p>Snow/snowflake</p> <p>Winter</p> <p>Frost</p> <p>Ice</p> <p>Melt</p> <p>Cold</p> <p>Change</p>	<p>Spring</p> <p>Shoots</p> <p>Flower</p> <p>Easter</p> <p>Egg</p> <p>Hatch</p> <p>Map</p> <p>Animals</p> <p>Farmer</p> <p>Villain</p>	<p>Grow</p> <p>Seed</p> <p>Insect</p> <p>Observe</p> <p>Compare</p>	<p>Summer</p> <p>Travel</p> <p>Walk</p> <p>Adventure</p> <p>Butterfly</p> <p>Caterpillar</p>
<p>Core Books</p> 						
<p>Supplementary Texts</p> 	<p>Autumn Stories</p> <p>Find Spot at Nursery/ Spot Loves Nursery</p> <p>Time to go to Nursery</p> <p>Monkey Puzzle</p> <p>Where's My Teddy</p> <p>Pip And Posy and the Bedtime Frog</p> <p>Wow! Said The Owl</p> <p>Spot At Home</p>	<p>Rama and Sita</p> <p>Binny's Diwali</p> <p>Billys Fireworks</p> <p>Don't Wake Up Tiger</p> <p>Whatever Next</p> <p>Catch a Star</p> <p>Titus Salt and How He Built Saltaire</p> <p>The Smartest Giant In Town</p> <p>Stick Man</p>	<p>The Polar Bear and the Snow Cloud</p> <p>Lost and Found</p> <p>Blue Penguin</p> <p>Penguin Huddle</p> <p>We're Going on a Bear Hunt</p> <p>Biscuit Bear</p> <p>Goldilocks and the Three Bears</p> <p>The Snow Thief</p>	<p>Little Red Hen</p> <p>Mr Gumpy's Motor Car</p> <p>Duck in a Truck</p> <p>Henry's Map</p> <p>Big Blue Train</p> <p>Go, Go Pirate Boat</p> <p>Martha Maps It Out</p> <p>The Suitcase</p> <p>The Way Back Home</p> <p>My Cat's Weird</p> <p>Mr Wolf's Pancakes</p>	<p>Matisse's Magical Trail</p> <p>Jack and the Beanstalk</p> <p>Jasper's Bean Stalk</p> <p>Norman the Slug with the Silly Shell</p> <p>The Very Hungry Caterpillar</p> <p>Tad</p> <p>Titch</p> <p>Supertato</p>	<p>I Want a Pet</p> <p>Lulu Gets a Cat</p> <p>The Ugly Duckling</p> <p>Peter's Pebbles</p> <p>Spot Goes to the Farm</p> <p>Oh Dear</p> <p>Who Sank the Boat</p> <p>Sharing a Shell</p> <p>Commotion In the Ocean</p> <p>Giraffe's Can't Dance</p> <p>Handa's Surprise</p>

	<div>The Tiger Who Came to Tea</div> <div>The Three Little Pigs</div> <div>The Colour Monster</div> <div>Pip And Posy Favourite Things</div>	<div>Little Robin Red Vets</div> <div>Supertato (Evil Pea Rules)</div> <div>Oh, Christmas Tree</div> <div>Dear Santa</div> <div>We're Going on a Pumpkin Hunt</div> <div>Meg and Mog</div> <div>Gingerbread Man</div> <div>Christmas Stories</div>	<div>The Snowy Day</div> <div>The Colour Monster</div> <div>Worrysaurus</div>	<div>We're Going on an Egg Hunt</div>	<div>Oliver's Vegetables/Fruit Salad</div>	
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P R I M E	Personal, social and emotional development 	Begin to co-operate with Nursery expectations- R3 Begin to show some control over emotions and reactions, may seek comfort from familiar adults or distract themselves with a comfort toy, favourite activity etc 3 With support from familiar adults is willing to have a go at new or challenging experiences- R3 Have a desire to be independent and show a sense of autonomy as they make choices- 3 Separate from parent/carer with support- R3 Show increasing confidence in separating from parent/carer- 3	Be able to express some positive and negative feelings through actions, behaviours and sometimes words- R3 Recognise and name some feelings e.g. happy, sad – 3 Assert own likes and dislikes, choices and ideas and have a growing awareness of their unique abilities- 3 Begin to form positive relationships with familiar adults- R3 Play alongside other children and sometimes initiate play with others- 3	Begin to co-operate with Nursery expectations- R3 Begin to recognise that some actions may hurt themselves or others and begin to show some control over their actions 3 With support from familiar adults is willing to have a go at new or challenging experiences- R3 Become increasingly aware of similarities between themselves and others 3-4 Separate from parent/carer with support- R3 Begin to play co-operatively with familiar peers and adults 3-4	Be able to express some positive and negative feelings through actions, behaviours and sometimes words- R3 Begin to understand appropriate behaviour for different situations and follow nursery routines 3-4 Enjoy being involved in daily tasks and develop a sense of belonging in the setting 3-4 Begin to form positive relationships with familiar adults- R3 Seek out others to share experiences and may choose to play with a familiar friend 3-4	Begin to co-operate with Nursery expectations- R3 Begin to recognise that some actions may hurt themselves or others and begin to show some control over their actions 3 Recognise their own feelings and communicate these to key adults using a growing 'emotional vocabulary' including naming feelings such as worried, excited etc EON With support from familiar adults is willing to have a go at new or challenging experiences- R3 Understand that some actions have consequences 3-4 Confident to take risks, try new things and ask for help EON Separate from parent/carer with support- R3 Show increasing consideration of other's feelings and demonstrate some impulse control 3-4 Develop the skills of negotiation and compromise when dealing with conflict. EON	Be able to express some positive and negative feelings through actions, behaviours and sometimes words- R3 Begin to develop some understanding of the feelings and needs of others and may respond by offering comfort and support 3-4 Begin to show empathy towards others EON Have a desire to be independent and show a sense of autonomy as they make choices- 3 Shows confidence in speaking to others about themselves in a familiar group EON Play alongside other children and sometimes initiate play with others- 3 Sustain play for longer periods of time, sharing and building on the ideas and suggestions of others EON
	Nursery Ambition: <ul style="list-style-type: none"> - Understand their own and others' feelings, offering empathy and comfort - Show a growing ability to adapt to changes in routines. - 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. 						

 <p>Gross motor</p> <p>Fine motor</p> <p>Health and self-care</p>	<p>Physical Development</p>	<p>Walk, run, jump and climb and begin to use stairs and steps independently R3</p> <p>Uses large shoulder, arm and leg movements e.g. sweeping 3</p> <p>Make marks in different ways using large, spontaneous movements R3</p> <p>Begin to show control in holding and using equipment such as jugs, spades and buckets 3</p> <p>Drink from a cup without spilling and feed themselves using a spoon R3</p> <p>Show an awareness of the need for the toilet but may still have wetting or soiling accidents 3</p>	<p>Fit themselves into spaces like tunnels, dens and large boxes R3</p> <p>Begins to walk, run and climb on different levels and surfaces 3</p> <p>Jump safely from low step/platform 3-4</p> <p>Use a palm grasp to control mark making tools R3</p> <p>Use a range of hand grips to control mark-making tools 3</p> <p>Begin to show some independence in dressing and undressing e.g. putting on own coat R3</p> <p>Shows awareness of self-care routines such as brushing teeth or hand washing but may need adult support 3</p> <p>Eats a range of different foods 3-4</p>	<p>Walk, run, jump and climb and begin to use stairs and steps independently R3</p> <p>Ride a tricycle with pedals 3-4</p> <p>Make marks in different ways using large, spontaneous movements R3</p> <p>Use mark making tools and other one-handed equipment with increasing control e.g. making snips with scissors 3-4</p> <p>Drink from a cup without spilling and feed themselves using a spoon R3</p> <p>Show an awareness of the need for the toilet but may still have wetting or soiling accidents 3</p> <p>Recognise their own self-care needs i.e. hungry, thirsty, tired 3</p>	<p>Begins to walk, run and climb on different levels and surfaces 3</p> <p>Move confidently in a number of ways e.g. forwards, backwards, sideways 3-4</p> <p>Use a palm grasp to control mark making tools R3</p> <p>Use a range of hand grips to control mark-making tools 3</p> <p>Shows a preference for a dominant hand 3-4</p> <p>Begin to show some independence in dressing and undressing e.g. putting on own coat R3</p> <p>Be mostly independent in using the toilet 3-4</p> <p>Can brush teeth independently and know why oral health is important 3-4</p>	<p>Walk, run, jump and climb and begin to use stairs and steps independently R3</p> <p>Navigate around objects when moving 3-4</p> <p>Be able to collaborate with others to move larger items. EON</p> <p>Make marks in different ways using large, spontaneous movements R3</p> <p>Make some specific marks such as big circles and lines 3</p> <p>Use a pencil to make deliberate, controlled marks EON</p> <p>Drink from a cup without spilling and feed themselves using a spoon R3</p> <p>Show an awareness of the need for the toilet but may still have wetting or soiling accidents 3</p> <p>Begin to use a knife and fork and be able to feed themselves with a fork EON</p>	<p>Run Safely 3</p> <p>Climb with confidence on outdoor equipment e.g. climbing frame EON</p> <p>Develop good hand eye co ordination when throwing and catching balls and beans bags EON</p> <p>Use a range of hand grips to control mark-making tools 3</p> <p>Use some one-handed tools effectively e.g. scissors EON</p> <p>Be able to help with dressing and undressing 3-4</p> <p>Be dry and clean throughout the day and attend to toileting needs independently EON</p> <p>Attend to own needs such as washing hands, blowing nose etc EON</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad EON</p>
	<p>Nursery ambition:</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, keeping safe 						








S P E C I F I C	<p><u>Literacy</u></p>  <p>Reading</p> <p>Writing</p>	<p>Looks at books independently R3</p> <p>Enjoys listening to stories, rhymes and songs R3</p> <p>Talk about the pictures in a book and begin to show an awareness that the print has meaning 3</p> <p>Use fingers to grasp and pick up smaller objects R3</p> <p>Recognise that their movement has created a mark and repeat this action R3</p> <p>Use muscles in hands and arms to make big movements 3</p>	<p>Enjoys singing some familiar nursery rhymes R3</p> <p>Asks to share a book with a familiar adult and listens to a story in a small group 3</p> <p>Fills in missing word or phrase from a familiar rhyme or story 3</p> <p>Make marks using a range of tools and materials R3</p> <p>Begin to give meaning to the marks they make 3-4</p>	<p>Looks at books independently R3</p> <p>Begins to recognise familiar logos 3</p> <p>Handle books e.g. turning pages, hold the book the right way up 3-4</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 3-4</p> <p>Use fingers to grasp and pick up smaller objects R3</p> <p>Recognise that their movement has created a mark and repeat this action R3</p> <p>Begin to give meaning to the marks they make 3-4</p>	<p>Choose some books independently linked to interests and favourites 3-4</p> <p>Remember some key parts of familiar stories 3-4</p> <p>Join in with small group story sessions 3-4</p> <p>Use muscles in hands and arms to make big movements 3</p> <p>Make more controlled and detailed marks such as circles and lines 3-4</p> <p>Use a range of tools and equipment to support the development of pencil grip e.g. scissors, pipettes, hammers EON</p>	<p>Looks at books independently R3</p> <p>Recognises familiar words such as their own name and advertising logos 3</p> <p>Talk about events, characters and settings in stories and retell stories in the correct sequence EON</p> <p>Use fingers to grasp and pick up smaller objects R3</p> <p>Recognise that their movement has created a mark and repeat this action R3</p> <p>Begin to give meaning to the marks they make 3-4</p> <p>Make marks that carry meaning and for a purpose e.g. making a list, writing a card. EON</p>	<p>Talk about the pictures in a book and begin to show an awareness that the print has meaning 3</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 3-4</p> <p>Begin to recognise some letters e.g. letters in name EON</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices EON</p> <p>Use muscles in hands and arms to make big movements 3</p> <p>Write some letters e.g. letters from name EON</p>
	Launchpad for Literacy	<p>2+ Listening for Meaning and Semantic Sorting</p> <p>Rhythm and Syllable</p> <p>Sentences</p> <p>Speech Sounds</p>	<p>2+ Visual Attention and Discrimination</p> <p>Visual Memory</p> <p>Role Play and Creativity</p>	<p>3+ Alliteration</p> <p>Auditory Attention</p> <p>Auditory Blending</p> <p>Auditory Discrimination</p> <p>Auditory Memory for Understanding</p>	<p>3+ Auditory Memory</p> <p>Conversation and Group Fine Motor</p> <p>Learning, Use and Idea Generation</p> <p>Listening for Meaning and Semantic Sorting</p> <p>Nouns</p>	<p>3+ Phoneme Identification</p> <p>Projection, Empathy and Relationship</p> <p>Questions and Instructions</p> <p>Rhyming</p> <p>Rhythm and Syllable</p> <p>Role Play and Creativity</p>	<p>3+ Sentences</p> <p>Sequential Auditory Memory</p> <p>Speech Sounds</p> <p>Visual Attention and Discrimination</p> <p>Visual Memory</p>

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
<u>Nursery ambition:</u> <ul style="list-style-type: none">- Have a love of sharing favourite stories with peers and adults and enjoys a range of books independently.- 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.- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats- Confidently blends and segments sounds in simple words orally.						
<div></div> <div>Cardinality and Counting</div> <div>Comparison</div> <div>Composition</div> <div>Pattern</div> <div>Shape and Space</div> <div>Measure</div>	Join in with number rhymes that count forwards. R3	Begins to notice numerals in the environment. R3	Join in with number rhymes that count forwards. R3	Recognise some numerals of personal significance. 3-4	Join in with number rhymes that count forwards. R3	Recite numbers in order up to 5. 3
	Say some numbers and engages in counting like-behaviour during play R3	Recite numbers in order up to 5. 3	Say some numbers and engages in counting like-behaviour during play R3	Counts 1:1 to 5. 3-4	Subitise 1 and 2. 3	Subitise up to 3. 3
	Recognise numbers of significance. 3	Subitise 1 and 2. 3	Subitise up to 3. 3	Confidently counts on fingers to 5. 3-4	Links numerals to amounts up to 5. 3-4	Understands the cardinal value of numbers up to 5 knowing that the last number counted gives the total so far up to 5. EON
	Recite numbers in order up to 5. 3	Knows that the total does not change when objects are rearranged. 3	Recite numbers in order with increasing accuracy (to 10). 3-4	Begin to count from a group (e.g. gives two bricks to a friend). 3	Experiment with their own symbols and marks as well as numerals. 3-4	Compares two small groups of objects, saying when there are the same number of objects in each. 3-4
	Compare amounts using 'lots' 'more'. R3	Sort, match and compare different objects and talk about similarities and differences. R3	Understands the cardinal value of numbers up to 3 knowing that the last number counted gives the total so far up to 3. 3	Sort groups with the same number of things. 3	Begin to recognise small groups of objects e.g. 'two eyes' 'one nose'. 3	Begin to show an interest in size, length and weight. 3
	Begin to recognise small groups of objects e.g. 'two eyes' 'one nose'. 3	Begin to recognise small groups of objects e.g. 'two eyes' 'one nose'. 3	Compare amounts using 'lots' 'more'. R3	Compare amounts using language 'more than' 'fewer than.' 3	Compares two small groups of objects, saying when there are the same number of objects in each. 3-4	Uses positional language to discuss routes and locations, using words like 'in front of' and 'behind.' 3-4
	Identify and name different colours. R3	Joins in and anticipates repeated sound and action patterns 3	Share amounts equally. 3	Begin to explore the composition of numbers to 3. e.g. my tower has 2 blue cubes and 1 red cube. 3	Fits objects into spaces. R3	Make comparisons between objects relating to weight and capacity. EON
	Talk about and identify patterns around them. 3	Beginning to understand some positional language. R3	Explore and add to simple AB patterns. 3	Identify and name different colours. R3	Uses blocks to create structures and arrangements. 3	Understand how shapes can fit together when exploring making models, enclosures and patterns. EON
	Fits objects into spaces. R3	Begins to recognise and name some 2D shapes. 3-4	Fits objects into spaces. R3	Creates own simple patterns with objects (AB/ABC) 3-4	Make comparisons between objects relating to size, length. 3-4	Compare length using 'long' and 'short.' 3
	Uses blocks to create structures and arrangements. 3	Select shapes appropriately, flat surfaces for building etc. 3-4	Uses blocks to create structures and arrangements. 3			
	Begin to show an interest in size, length and weight. 3		Combine shapes to make new ones. Talk about the			

		<p>Understand some time language. Now and Next R3</p> <p>Compare size using language 'big' and 'small.' R3</p> <p>Fills and empties containers, recognising when they are full/empty. 3</p>		<p>properties of some shapes. E.g. straight edges. 3-4</p> <p>Understand some time language. Now and Next R3</p> <p>Compare length using 'long' and 'short.' 3</p> <p>Anticipates times of the day (e.g. mealtimes) 3</p>	<p>Begin to show an interest in size, length and weight. 3</p> <p>Responds to some spatial or positional language. 3-4</p> <p>Begin to understand when things happen in a routine. R3</p> <p>Begins to understand immediate past and present 3-4</p>	<p>Understand some time language. Now and Next R3</p> <p>Orders objects by size/length/capacity and uses comparison language. 3-4</p> <p>Recalls a sequence of events in everyday life. EON</p>	<p>Anticipates times of the day (e.g. mealtimes) 3</p> <p>Begin to describe a sequence a sequence of events real or fictional. EON</p>
<p>Nursery ambition:</p> <ul style="list-style-type: none"> - Recognise and match all numerals to groups of objects to 5. - Count up to 10 objects using 1-1 correspondence. - Begin to write and make marks to represent numbers. - Sort, match and classify by applying different and more than one property. - 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. 							
	<u>Key Vocabulary</u>	<p>Lots</p> <p>More</p> <p>Big</p> <p>Small</p> <p>Colour (names)</p>	<p>Count</p> <p>Sort</p> <p>Match</p> <p>Similar</p> <p>Different</p>	<p>Subitise</p> <p>Share</p> <p>More than</p> <p>Fewer than</p> <p>Repeating pattern</p>	<p>Morning</p> <p>Afternoon</p> <p>Night time</p> <p>On</p> <p>Under</p>	<p>Size</p> <p>Total</p> <p>Bigger/biggest</p> <p>Smaller/smallest</p> <p>Medium</p>	<p>Light/lighter/lightest</p> <p>Heavy/heavier/heaviest</p> <p>First</p> <p>Then</p> <p>After</p>

		Number names Now Next	Same Pattern Common 2D shape names Full Empty Flat (surface)	Fit together Edges Straight Curved Corners	Next to In In front of Behind Now Next	Longer/longest Shorter/shortest Tall/taller/tallest Cylinder Cube Cuboid	Today Tomorrow Yesterday
	<u>Questions for Mastery</u>	<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?					

<div>Understanding the world</div> <div></div> <div>People and communities</div> <div>The world</div> <div>Technology</div>	<p>Talk about their own experiences and the people who are familiar to them. R3</p> <p>Engage in some symbolic play linked to their everyday experiences. R3</p> <p>Talk about special times they have shared with their family. 3</p> <p>Explore materials with different properties through sensory play. R3</p> <p>Notices detailed features of their environment 3</p> <p>Show an interest in cause-and-effect toys and equipment with simple mechanisms, buttons etc. R3</p> <p>Plays with water to investigate ‘low technology’ such as washing and cleaning. R3</p> <p>Be interested in how things work 3</p>	<p>Talk about special times they have shared with their family. 3</p> <p>Talk about who lives in their house and show a sense of understanding their own family structure. 3-4</p> <p>Talks about and explore different celebrations and festivals e.g. Diwali, Christmas and Halloween. 3-4</p> <p>Show curiosity about the world around them e.g. jumping in puddles, looking for worms. R3</p> <p>Use simple vocabulary relating to the natural world e.g. naming animals, talking about the weather etc. 3</p> <p>Explores and Comments about the signs of Autumn and Winter and how this is different to summer. 3-4</p> <p>Explore the effects of their actions when using ICT equipment. 3</p> <p>Shows skills in making toys work by pressing parts to achieve effects such as sound or movements-remote control cats and monster trucks. 3-4</p>	<p>Talk about their own experiences and the people who are familiar to them. R3</p> <p>Engage in some symbolic play linked to their everyday experiences. R3</p> <p>Begin to recognise and talk about some similarities and differences between themselves and others. 3-4</p> <p>Explore materials with different properties through sensory play. R3</p> <p>Notices detailed features of their environment 3</p> <p>Observes changes and investigate how and why things happen e.g frost, snow, melting/ floating and sinking. 3-4</p> <p>Comments and asks questions about their familiar world. 3-4</p> <p>Show an interest in cause-and-effect toys and equipment with simple mechanisms, buttons etc. R3</p> <p>Plays with water to investigate ‘low technology’ such as washing and cleaning. R3</p> <p>Can make technological toys work with knobs or pulleys exploring cause and effect – string puppets, activity cubes, cogs etc. 3-4</p>	<p>Begin to talk about different occupations. EON</p> <p>Continues to talk about and explore different celebrations and festivals e.g. Eid, Easter. 3-4</p> <p>Continues to develop an understanding of growth, decay and changes over time- Spring, new growth in plants and animals. 3-4</p> <p>Notice and comment on detailed features of their familiar world- environment and living things. EON</p> <p>Be interested in how things work 3</p> <p>Can operate some real technological objects including cameras and touch screen devices. EON</p>	<p>Talk about their own experiences and the people who are familiar to them. R3</p> <p>Engage in some symbolic play linked to their everyday experiences. R3</p> <p>Share their knowledge of cultures and traditions that are different to their own. EON</p> <p>Explore materials with different properties through sensory play. R3</p> <p>Notices detailed features of their environment 3</p> <p>Understand that we need to care for the environment and living things. EON</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes EON</p> <p>Show an interest in cause-and-effect toys and equipment with simple mechanisms, buttons etc. R3</p> <p>Plays with water to investigate ‘low technology’ such as washing and cleaning. R3</p> <p>Know that tablets, telephones and other equipment can be used to capture images. EON</p>	<p>Talk about past and present events in their own life and in the lives of family members. EON</p> <p>Show curiosity about the world around them e.g. jumping in puddles, looking for worms. R3</p> <p>Use simple vocabulary relating to the natural world e.g. naming animals, talking about the weather etc. 3</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes EON</p> <p>Shows care and concern for living things and the environment. EON</p> <p>Talks about why things happen and how things work e.g. what happens when we push a boat down. EON</p> <p>Explore the effects of their actions when using ICT equipment. 3</p> <p>Knows information can be retrieved from digital devices and the internet. EON</p>
	Climate Action Plan Texts	Autumn Stories The Colour Monster	Titus Salt And How He Built Saltaire	Re-visit The Colour Monster This Is Happy! Worrysaurus The Snow Thief The Snowy Day	The Feelings Book & It’s OK to be Different (Todd Parr)	Listening To My Body Re-visit The Colour Monster Books Above Linked to Minibeasts The Busy Body Book I Can Eat a Rainbow Economics For Babies A superhero like you The Tiny Seed, What the Ladybird Heard, Jasper’s Beanstalk, Norman the Slug, The

					<p>Very Hungry Caterpillar. Look What I Found in the Woods, Be a Tree,</p> <p>The Busy Body Book- Lizzy Rockwell. Big Words for Little People- Being Healthy/ I can eat a Rainbow/</p>	
On going	Embedding mindfulness approaches to support the development of self-regulation. Children understand what it looks and feels like to be healthy.					
Links to Climate Action Plan (Refer to Climate Action Plan for more detail)		<p>Continue to promote the importance of the Nursery School in the Community</p> <p>Support children’s understanding of the local community and contribute to its history and economic sustainability</p>		Ensure children have the opportunity to aspire to have successful futures- occupations.	<p>Children understand what it looks and feels like to be healthy e.g. healthy diet, sun safety, life caravan.</p> <p>Develop the Garden Area to include a bug home and pond.</p> <p>Creating Environments for Insects and Animals- Hedgehogs/ Tadpoles/ Butterflies/ Birds/ etc Land snails?</p> <p>Ensure children have the opportunity to aspire to have successful futures- occupations.</p>	<p>Develop the Garden Area to include a bug home and pond</p> <p>Creating Environments for Insects and Animals- Hedgehogs/ Tadpoles/ Butterflies/ Birds/ etc Land snails?</p>
	<p><u>Nursery ambition:</u></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)					
<p><u>Expressive art and design</u></p> 	<p>Artist Focus: Yayoi Kusama (Dots, circles, dabbing)</p> 	<p>Artist Focus: Van Gough (Starry Night)</p> 	<p>Artist Focus: Kandinsky (Shape and Colour)</p> 	<p>Artist Focus: Jackson Pollack</p> 	<p>Artist Focus: Van Gough Sunflowers</p> 	<p>Artist Focus: Andy Goldsworthy</p> 

<p>Creating and using materials</p> <p>Being imaginative and expressive</p> <p>Music and movement</p>						
	<p>Explore materials and resources and use them in different ways. R3</p> <p>Explore creative experiences such as painting and gluing. 3</p> <p>Makes marks to represent things based on imagination, observation and experience. 3</p> <p>Beginning to represent faces when mark making and adding more detail. 3</p> <p>Engage in symbolic play, e.g. a doll or teddy represents a baby. R3</p> <p>Engages in imaginative role-play based on first hand experiences. 3</p> <p>Explore ways to make sounds with instruments and other resources. R3</p> <p>Sings familiar songs and rhymes 3.</p>	<p>Explores and talks about mixed media and textures. 3</p> <p>Plays alongside other children who are engaged in the same theme. 3</p> <p>Develops an understanding of how to create sounds intentionally. 3</p> <p>Join in with musical experiences, moving to music and exploring the sounds of different instruments. 3-4</p>	<p>Explore materials and resources and use them in different ways. R3</p> <p>Explores tools and their uses. 3</p> <p>Uses colour for a purpose. 3-4</p> <p>Understands they can use lines to enclose space and then use these shapes to represent. 3-4</p> <p>Engage in symbolic play, e.g. a doll or teddy represents a baby. R3</p> <p>Uses available props to support role-play. 3-4</p> <p>Explore ways to make sounds with instruments and other resources. R3</p> <p>Continues to explore moving in a range of ways. 3</p>	<p>Explore creative experiences such as painting and gluing. 3</p> <p>Makes marks to represent things based on imagination, observation and experience. 3</p> <p>Explores how colours can be changed- powder paint mixing. 3-4</p> <p>Uses tools for a purpose. 3-4</p> <p>Use technology within an art project e.g. use a camera to take a photograph. 3-4</p> <p>Engages in imaginative role-play based on first hand experiences. 3</p> <p>Seeks out others to include in their role-play. 3-4</p> <p>Develops an understanding of how to create sounds intentionally. 3</p> <p>Sings some songs independently. 3-4</p>	<p>Explore materials and resources and use them in different ways. R3</p> <p>Explores tools and their uses. 3</p> <p>Follow their own ideas when creating and develop their ideas altering and changing their design, picture or model. EON</p> <p>Engage in symbolic play, e.g. a doll or teddy represents a baby. R3</p> <p>Engages in imaginative role-play based on first hand experiences. 3</p> <p>Creates representations of both imaginary and real-life ideas. EON</p> <p>Explore ways to make sounds with instruments and other resources. R3</p> <p>Sings familiar songs and rhymes 3.</p> <p>Taps out simple repeated rhythms. EON</p>	<p>Explore creative experiences such as painting and gluing. 3</p> <p>Makes marks to represent things based on imagination, observation and experience. 3</p> <p>Begin to show some attention detail when creating and creates simple representations of events, people and objects. EON</p> <p>Use tools and resources with purpose to effect changes. EON</p> <p>Plays alongside other children who are engaged in the same theme. 3</p> <p>Introduces a storyline or narrative into their play. EON</p> <p>Continues to explore moving in a range of ways. 3</p> <p>Begins to build a collection of songs and dances. EON</p>
<p>Nursery ambition:</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. 						