
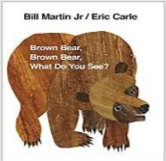

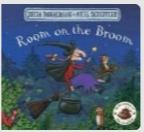


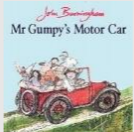

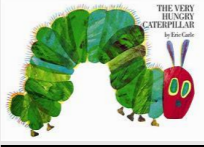
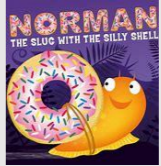
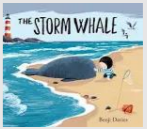
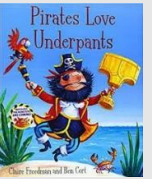



Hartford Manor Primary School
Long Term Plan – Nursery



Area of learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key Question	Who am I?		How do we celebrate with our family?		What do our grown-ups do all day?		Where in the world do we live?		What happens in Spring?		What will we find in the seaside?	
Key Experiences	Owl visit Autumn walk Visit from Teresa Nixon to talk about Harvest.		Autumn Walk Christmas Stay and Play Visit from Teresa – Why Christians celebrate Christmas. Traveling theatre Christmas party		Winter walk Making sandwiches – Little Red Hen Visits from parents/grandparents to talk about their jobs Visit from school nurse / dentist Mystery reader Stay and play Jackson Pollock art		Walk around the school (create a map) Easter baking – Easter nest Stay and Play Visit from Teresa (St. John’s Church) Mystery Reader		Spring Walk Caterpillars Frogspawn Stay and Play Bird Cam Mystery Reader		Summer nature walk Planting fruit and veg in the herb garden Sports day Transition mornings – meeting new classroom and teacher PE coach Mystery Reader Stay and Play Water Safety talk	
Examples of key vocabulary	School Friends Classroom Rules Routine	Autumn Change Colour Leaves Nocturnal Hibernate	Christmas Bonfire Fireworks Diwali Celebrations Festival		Baker Police officer Nurse Doctor Firefighter	Winter Freezing Melt/melted Chinese New Year	Hartford Manor School Nursery England Map Church	Heaviest Lightest Tallest Shortest Full	Egg Hatch Fledglings Butterfly Life Cycle	Chick Nest Great Tit Spring	Sea Shore Beach Float Sink	Sunlight Weather Seasons
Core texts	Year A We’re going on a bear hunt. 	Year B Brown bear, brown bear. 	Year A Winnie the witch 	Year B Room on the broom 	Year A Three little pigs 	Year B The little red hen 	Year A Mr Gumpy’s motor car 	Year B The naughty bus 	Year A Hungry caterpillar 	Year B Norman the slug with the silly shell 	Year A The storm whale 	Year B Commotion in the ocean 
Nursery rhymes	This is the way we wash our hands If you’re happy and you know it Head, shoulders, knees and toes		Hickory Dickory Dock One, two, three, four, five once I caught a fish alive Miss Molly had a dolly Humpty Dumpty		Jack and Jill Twinkle twinkle little star Twinkle twinkle chocolate bar Hey diddle diddle		Wheel’s on the bus The big ship sails on the ally ally oh Down at the station		It’s raining, it’s pouring Incy wincy spider Ring a ring a roses Old King Cole		Mary Mary Quite Contrary Wiggly Woo Oats and beans and barley grow	
Poems					Chinese Dragon				Spring is here!		I’m the summer sun.	
No outsiders	The Family Book – Todd Parr								The Family Book – Todd Parr			

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Communication and Language	Key Curricular Goals – what do we want children to achieve by the end of Nursery?		
	<ul style="list-style-type: none"> • Speak in full and complete sentences • Ask a question confidently • Follow 2/3 step instructions accurately • Actively listen to a story (being able to comment on what they have heard) 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	<p>Listen to others in small groups Generally, focus on an activity of their choice Understand a question or instruction that has one part i.e. can you get your coat please? Listen with interest to others but may be easily distracted Begin to use a wider range of vocabulary related to topic. Know some familiar rhymes that have been taught Start to combine 2-3 words together to communicate need Develop pretend play i.e. home corner, putting baby to sleep Develop communication but may have problems with irregular tenses and plurals. Begin to recognise when a word rhymes.</p>	<p>Pay attention to more than one thing at a time Understand a question or instructions that has two parts Enjoy listening to stories and begin to remember much of what happens Use a wider range of vocabulary (which has been taught) from stories and poems. Sing taught songs – nursery rhyme of the week Start a conversation with a friend or adult Use talk to organise themselves Develop communication but may struggle with past tenses Develop pronunciation may have problems saying: r.j.th.ch.sh / multisyllabic words</p>	<p>Understand a question or instruction that has two – three parts. Understand ‘why’ questions and often respond appropriately. Know many rhymes and be able to talk about familiar stories with confidence. Speak in clear sentences using joined up words such as because, and. Be able to debate and express a point of view, using words and actions. Confidently start conversations with an adult or friends and continue it for many turns.</p>
Personal, Social and Emotional Development	Key Curricular Goals – what do we want children to achieve by the end of Nursery?		
	<ul style="list-style-type: none"> • Be kind to others • Use manners • Follow routines with confidence • Give new experiences a try 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	<p>Separate from main carer to come into nursery. Learn how to use each area of the classroom. Learn vocabulary for expressing feeling and is beginning to talk about feelings – zones of regulation Begin to learn the school rules, be safe, be ready and be kind. Learn ‘choose it, use it, put it away’ during choosing time.  Become responsible for their own belongings</p>	<p>Settle at activities for a while Come to nursery happily without need for intervention Talk about their feelings using words like ‘happy’ and ‘sad’ – link to Zones of regulation Share resources and play in a group Increasingly follow rules Become more outgoing with unfamiliar people in the safe context of the setting. Sometimes be able to share and take turns</p>	<p>Sustain longer focus at chosen and directed activities Begin to bounce back from challenges more quickly with support. Express their feelings Manage their own personal hygiene Be able to share and take turns with minimal adult intervention Find solutions to conflicts and rivalries Remember rules without needing an adult to remind them (most of the time) Develop appropriate ways of being assertive</p>

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	Learn to use the toilet with help and then independently Know what adults can help them in nursery Become independent during snack time and keeping hydrated in nursery Become confident in asking for help from adults Be increasingly able to talk about and manage their emotions	Begin to talk about how to keep healthy – dentist and doctor to visit Make healthy choices about food, drink, activity and tooth brushing. Be increasingly independent in meeting their own care needs e.g. toileting, hand washing Show more confidence in social situations Understand how our actions can affect how others feel Sometimes be able to share and take turns with adult support.	Make healthy choices about food, drink, activity and tooth brushing Learn how to keep themselves safe near water. Learn the visual signals which demonstrate good listening			
<u>Religious Education</u>	Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<u>Physical Development</u>	Key Curricular Goals – what do we want children to achieve by the end of Nursery?					
	<ul style="list-style-type: none"> Put on and zip up a coat Put on and take off a jumper / cardigan Identify a dominant hand and hold a pencil in a correct grip 					
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>			
Nursery	Begin to develop the skills they need to manage the school day e.g. queuing, mealtimes, personal hygiene Run and negotiate space successfully Create movement confidently with pleasure through different ways such as jumping, crawling and hopping. Know how to ride a scooter. Develop cross the midline movements through innovative games and play – squiggle while you wiggle Use large and small motor skills to do things independently e.g. pour a drink Learn how to put on their coat and zip it up Begin to balance on one foot Know how to ride a tricycle.	Use a knife and fork with increasing control Begin to make snips in paper with loop scissors Balance on one foot Throw a ball Confidently draw circle and lines Continue to develop their movement, balancing and riding skills. Go up steps and stairs or climb using alternate feet Choose the right resources in order to complete an activity Show a preference in a dominant hand Continue to be increasingly independent as they get dressed i.e. coats Continue to participate in activities to develop their fine motor skills – dough disco and squiggle while you wiggle.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use core muscles strength to achieve a good posture when sitting at a table or on floor Continue to develop scissor use Be independent as they get dressed and undressed for example, put coats on and doing up zips. Use scissors in the correct grip and begin to make more than a snip. Hold a pencil in a dominant hand, using a comfortable grip to write some or all of their name. Know how to work together to carry large items such as planks of wood.			
<u>Literacy</u>	Key Curricular Goals – what do we want children to achieve by the end of Nursery?					
	<ul style="list-style-type: none"> Join in with familiar phrases Sing identified familiar Nursery rhymes off by heart Correctly copy own name / beginning to write name independently 					

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	<ul style="list-style-type: none"> • Make marks on paper and give them purposeful meaning 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	<p>Listen to and joins in with stories and poems, one to one and small groups.</p> <p>Shows an interest in illustrations and prints in books and their surroundings.</p> <p>Begin to provide meaning when they draw and paint</p> <p>Have an understanding what they have drawn.</p> <p>Have favourite books and seek them out to share with other children or to look alone.</p> <p>Repeat words or phrases from familiar stories – linking to the core text.</p> <p>Look at books independently and understand illustrations recognising words with the same syllable</p> <p>Enjoy drawing freely</p> <p>Be able to draw horizontal and vertical lines</p> <p>Recognise their own name</p>	<p>Builds own name using magnetic letters, word cards</p> <p>Be able to draw diagonal lines</p> <p>Understand the structure of short stories (beginning, middle and end)</p> <p>Independently make marks on their picture</p> <p>Know the names of different parts of a book including the cover, title, author</p> <p>Hear initial sounds in words</p> <p>Begin to orally blend</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes</p> <p>Confidently provide meaning to their marks.</p>	<p>Begin to draw with increasing complexity, adding detail to pictures.</p> <p>Turn the pages of a book carefully</p> <p>Read and re-read a selection of books to engage in conversations</p> <p>Adapt stories using their imagination</p> <p>Develop a good understanding of Floppy Phonics level 1 phonics.</p> <p>Confidently hear the initial sounds in words and orally blend CVC words.</p> <p>Develop their comprehension by reading a selection of books, showing their understanding and learning new vocabulary.</p> <p>Write some or all of their name</p>
Mathematics	<p><u>Key Curricular Goals – what do we want children to achieve by the end of Nursery?</u></p>		
	<ul style="list-style-type: none"> • Understand numbers to 5 • Recognise and name colours and 2D shapes • Use the language of measures and times • Recognise and make patterns. 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	<p>Sort objects by colour, size and objects.</p> <p>Learn to count forwards to 5</p> <p>Sing number songs to 5</p> <p>Recognise numerals 1 and 2</p> <p>Subitise to 2</p> <p>Count out up to 2 objects</p> <p>Match numeral to quantity to 2.</p> <p>Begin to represent numbers by using fingers and marks on pictures</p> <p>Copy AB patterns</p> <p>Create an AB pattern</p> <p>Fix a mistake in an AB pattern</p> <p>Learn 2D and 3D shapes – circle, sphere and cylinder.</p>	<p>Recognise numbers 3,4 and 5</p> <p>Begin to subitise to 3</p> <p>Recite numbers to 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Link numerals and amounts up to 5.</p> <p>Be confident to represent numbers by using fingers and marks on pictures</p> <p>Learn 2D and 3D shapes – square, rectangle, triangle, hexagon, cube, cuboid, pyramid</p> <p>Begin to recite numbers past 5.</p> <p>Use language related to height</p> <p>Using language to make comparisons regarding weight</p>	<p>Compare quantities using language such as ‘more than’ and ‘fewer than.’</p> <p>Confidently subitise to 3.</p> <p>Describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Understand positional language such as on top, next to and under through real life context</p> <p>Develop their knowledge of properties of shape, 2D and 3D. Confidently recite numbers past 5.</p> <p>Know that the last number reached when counting tells you how many there are in total.</p> <p>Explore composition of numbers up to 5.</p> <p>To explore what comes before and after a number.</p> <p>Describe a familiar route</p>

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		Using language to make comparisons regarding capacity.	Discuss routes and locations, using words like 'in front of' and 'behind.'
<u>Understanding of the World</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Nursery?</u>		
	<ul style="list-style-type: none"> • Name animals and their young • Understand what a plant needs to grow and care for a plant • Name people in their immediate family and talk about special times with their family • Understand that not everyone's family is the same • Name features of their immediate environment • Sequence events of their day 		
Coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	<p><u>The Natural World</u> Know the names of body parts – head, arms, hands, feet and neck. Learn about nocturnal animals Talk about changes around them – Autumn walk</p> <p><u>Past and present</u> Show an interest and talk about your family and friends Begin to make sense of their own life story Talk about their family and what they did on the weekend – tapestry. Develop vocabulary and ask questions about the world we live in. Talk about their own significant events and experiences – how they celebrate Christmas / other festivals.</p> <p><u>People in communities</u> Find out what happens in church at Harvest. Understand that some people celebrate Diwali and Christmas Continue to develop positive attitudes about the differences between people</p>	<p><u>People, culture and communities</u> Learn about different jobs and professions – parents come in to talk about their jobs Understand that some people celebrate Chinese New Year and Easter Learn about their local area – where they go to school. Draw information from a simple map (map of our school) Know the name of the country they live in.</p> <p><u>The Natural World</u> Learn about seasonal weather and changes - winter Talk about the differences between materials and changes they notice, e.g. ice melting Will explore and learn how to operate wind-up toys and pulleys</p> <p><u>Past and Present</u> Talk about their family and what they did on the weekend – tapestry.</p>	<p><u>Past and Present</u> Talk about their family and what they did on the weekend – tapestry Learn about Spring and know before it was Winter and next it will be Summer then Autumn Confidently talk about events and experiences – transition, starting school Begin to understand the need to respect and care for the natural environment and all living things</p> <p><u>The Natural World</u> Talk about what they see using a wide range of vocabulary Begin to sequence the key features of a butterfly's lifecycle Match animals to their young Make close observations of the great tits. Learn about the life cycle Learn about the process of seeds turning into plants Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel. Use all their senses in hands-on exploration of natural materials.</p> <p><u>People, Culture and communities</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>

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<u>Expressive Arts and Design</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Nursery?</u>		
	<ul style="list-style-type: none"> • Draw a simple picture of themselves with identifiable features • Name some common musical instruments and enjoy playing them • Act out a simple story or nursery rhyme • Use paint / crayons accurately to represent what they see 		
Coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	Enjoy listening to nursery rhymes and participate with the Nursery rhyme of the week Participate with dancing and singing games Develop confidence to draw lines Tell adults what they have drawn. Become familiar using instruments through play Engage in imaginative role play Present accuracy when drawing/painting Paint on a flat surface and an easel.	Match movement to percussion instruments Recreate art and explore colour mixing through the artist Jackson Pollock Understand how colours can be mixed to create new colours Be confident at using imaginative role play Use movements to express feelings Begin to develop complex stories using small world equipment like animals Remember and sing an entire song – Nursery rhyme of the week Create their own songs Explore different materials freely to develop their ideas Join different materials together using tape. Can draw from their imagination	Use their voice to change pitch and speed Clap to the pulse of the music Make up simple songs/rhymes Create closed shapes with continuous lines and use shapes to represent objects Create their own song or improvise a song that they know. Sing the pitch of a tone sung by another person. Explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Continue to draw with increasing complexity and detail – observational drawings and self-portraits