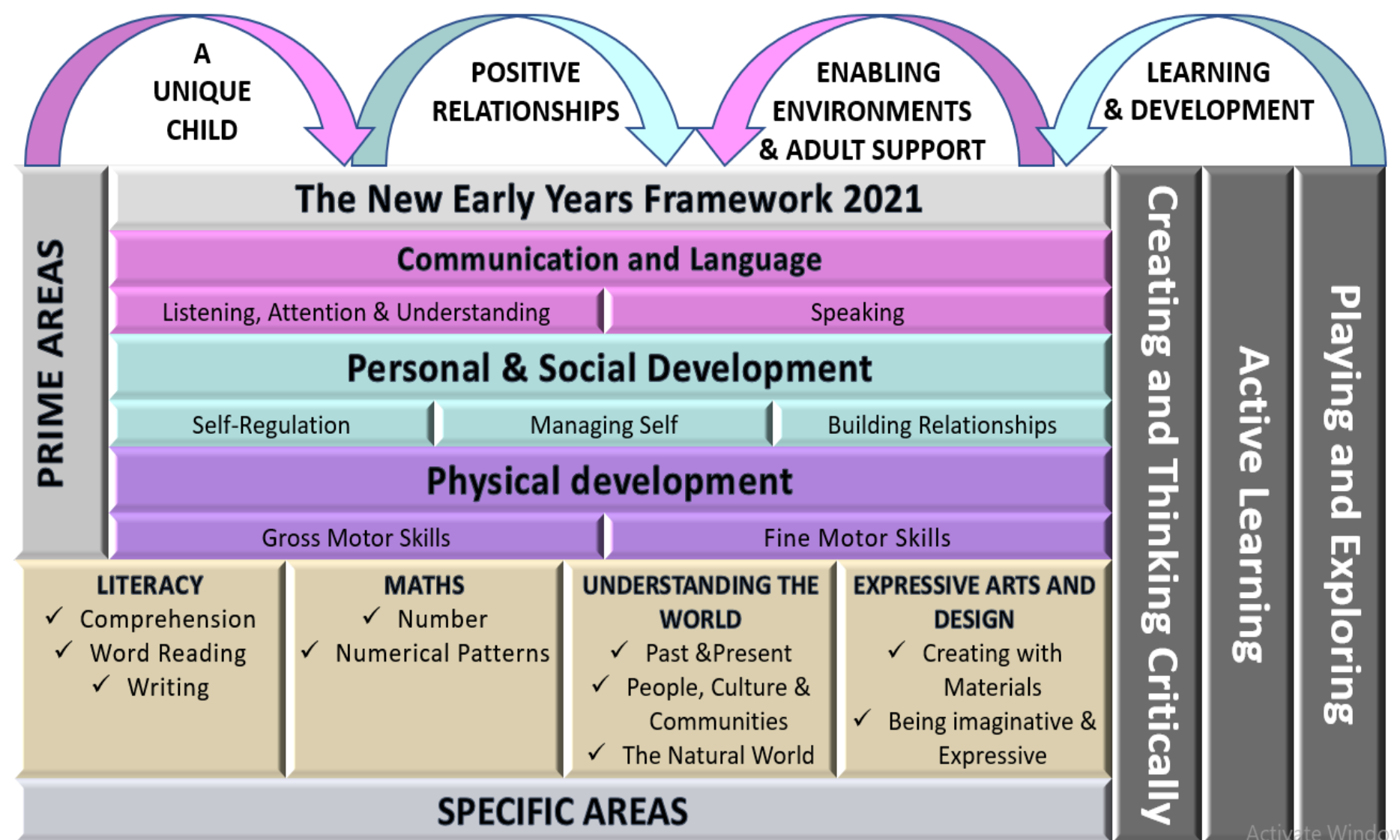
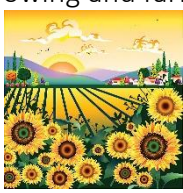




Hardwick Green Primary Academy Nursery Long Term Plan 2026-27



At Hardwick Green Primary Academy, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

Nursery LTP 26-27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. Play: At Hardwick Green Primary Academy, we understand that play is an integral part of learning, and this is at the heart of our early year’s curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.					
Nursery theme	Where do I belong? 	Once upon a time & Christmas 	Where in the world? 	All creatures great and small 	Growing and farms 	Do you like to be beside the seaside? 
General themes (other themes may emerge from children’s interests)	• All about me • My family and family history • where we live • Emotions • People who help us • Diversity among people	• Christmas traditions • The woods • Exploring natural materials • Houses and homes	• Comparing different countries • The weather	• Animals – characteristics of animals and categories of animals • Minibeasts • Lifecycles	• Food from farms • Plants • Growing from babies to adults • Healthy eating	• Sea creatures • Comparing seaside environment to where we live • Transport to the seaside
Drawing Club	All Are Welcome A Brave Bear by Sean Taylor Smartest Giant in Town by Julia Doaldson Mixed by Arree Chung Owl Babies by Martin Waddell What’s in the Witch’s Kitchen by Nick Sharratt Meg and Mog by Helen Nicoll	The Three Little Pigs The Gingerbread Man The Magic Porridge Pot Goldilocks and the Three Bears Stuck by Oliver Jeffers Peace At Last by Jill Murphy Not a Box by Antoinette Portis	We’re Going on a Bear Hunt by Michael Rosen Handa’s Surprise by Eileen Browne The Snowy Day by Ezra Jack Keats The Three Billy Goats Gruff The Tiger who Came to Tea by Judith Kerr Aaaarrgghh! Spider By Lydia Monks	Little Rabbit Foo Foo by Michael Rosen Dear Zoo by Rod Campbell Oi Frog! by Kes Gray The Very Busy Spider by Eric Carle The very hungry caterpillar.	The Gigantic Turnip by Aleksei Tolstoy Errol’s Garden by Gillian Hibbs A Squash and a Squeeze by Julia Donaldson Chicken Licken The Ugly Duckling Little Red Hen The Scarecrows Wedding Julia Donaldson	The Rainbow Fish by Marcus Pfister Hooray For Fish! By Lucy Cousins Barry the Fish with Fingers by Sue Hendra The Sandcastle That Lola Built by Megan Maynor Pirates Love Underpants by Claire Freedman Smiley Shark Ruth Galloway Tiddler by Julia Donaldson

Topic related vocabulary	family, parents, siblings, home, household, myself, occupation job, emergency services, help, differences, emotions, feelings, school, class, unique, similarities, age, recycle, celebrate Further vocabulary is also explicitly taught weekly during Drawing Club and White Rose Maths.	materials, change, house, home, build, construct, celebrate, tradition, Autumn, nature, natural, forest, trees, leaves, wildlife, bake, cook, mix Further vocabulary is also explicitly taught weekly during Drawing Club and White Rose Maths.	Country, world, map, environment, wildlife, weather, seasons, hot, sunny, cold, snow, similarities, differences, Further vocabulary is also explicitly taught weekly during Drawing Club and White Rose Maths.	Animal, insect, minibeast, habitat, legs, body, wings, fur, feathers, lifecycle, egg Further vocabulary is also explicitly taught weekly during Drawing Club and White Rose Maths.	Farm, farmer, vegetables, fruit, crops, harvest, seed, soil, grow, baby, toddler, child, teenager, adult, elderly, growth, age, healthy Further vocabulary is also explicitly taught weekly during Drawing Club and White Rose Maths.	Seaside, beach, sunbathe, lighthouse, creatures, fish, shark, coral, seaweed, pirate, ship, treasure map, transport Further vocabulary is also explicitly taught weekly during Drawing Club and White Rose Maths.
Communication & Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Throughout the year children will develop these listening skills • Responding to questions and instructions directed to them • Following 2 part instructions • Taking part in short exchanges with others – listening and responding to adults and peers • Taking turns in conversation • Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories Throughout the year children will develop these speaking skills • Articulating and speaking clearly • Speaking in 4-6 word sentences •Explaining feelings in simple terms i.e. I am sad because.... • Expressing wants and needs, such as asking for particular resources • Using simple conjunctions to connect ideas such as ‘and’ and ‘because’ • Using some positional language •Retelling a story/ event (not always in correct order) • Joining in with repeated refrains in stories/ rhymes					
Understanding The World Skills	• Begin to make sense of their own life-story and family’s history • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people	• Begin to make sense of their own life-story and family’s history • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue to develop positive attitudes about the differences between people • Talk about the differences between materials and changes they notice.	• Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.	• Plant seeds and care for growing plants. • Use all their senses in hands-on exploration of natural materials.	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.
Jigsaw RE	• What makes people special to me and others? • Special People and me	• What is Christmas to me and others? • Christmas and me	• How do I and other people celebrate? • Celebrations and me • (Sanatana Dharma)	• What is Easter to me and others? • Easter and me	• What can I and other people learn from stories? • Stories and me	• What makes places special to me and others? • Special places and me

	(Christianity and Judaism)	(Christianity concept: Incarnation)		(Christianity concept: Salvation)	(Christianity, Islam, Sanatana Dharma, Sikhi)	(Christianity, Islam, Judaism)
Literacy - Comprehension	Joins in with familiar rhymes and stories:- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning	Joins in with familiar rhymes and stories:- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen is stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right.	Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen is stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right
Literacy – Phonics Kinetic Letters Threads.	Pre- Phonics Environmental Sounds Draw some marks on paper, not always distinguishable Red Thread- Making Bodies stronger.	Pre- Phonics Instrumental Sounds Draw some marks on paper, not always distinguishable Yellow Thread- Learning the letters.	Pre- Phonics Body Percussion Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make Yellow Thread- Learning the letters.	Pre- Phonics Rhythm and Rhyme/ Alliteration Spot and suggest rhymes Recognise words with the same initial sound Hears initial sounds Identifies sounds in words Hears some initial sounds and begins to use letters to identify meaning i.e. ‘d’ is for daddy Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make Green Thread- Holding the pencil	Pre- Phonics Voice Sounds Hears initial sounds Identifies sounds in words Can orally blend/ segment simple CVC words Hears some initial sounds and begins to use letters to identify meaning i.e. ‘d’ is for daddy Can draw some recognisable pictures and give meaning to the marks they make Blue Thread – Flow and Fluency Begin RWI for N2 if ready	Pre- Phonics Oral Blending and Segmenting Can orally blend/ segment simple CVC words Hears initial sounds in words Count or clap syllables in a word Hears some initial sounds and begins to use letters to identify meaning i.e. ‘d’ is for daddy Can copy/ write own name Writes for a range of purposes (not always using correct letters) Blue Thread – Flow and Fluency RWI for N2 if ready
Literacy – Writing (typical progression)	Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable	Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable	Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make	Uses pens/ pencils/ paintbrushes with developing tripod grip. form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)
White Rose Maths	- More than, fewer than, same. - Explore and build with shapes and objects.	- Begin to order number names. - I see 1,2,3. - Join in with repeats.	- Show me 1,2,3. - Move and label 1,2,3. - Explore position and routes.	- Take and give 1,2,3. - Match, Talk, Push and pull. - Talk about dots.	- Lead on own repeats - Start to puzzle - Making patterns together	- Show me 5. - My own pattern - Stop at 1,2,3,4,5 - Match, sort compare.

	- Explore repeats. - Hear and say number names	Explore position and space.	Explore patterns.	Compare and sort collections.	Make games and actions.	
PSED	Jigsaw Being in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
Expressive Arts – typical progression	Visual arts: Scribbling and mark making, colour exploration, shape recognition Music: Instrument exploration, simple songs and nursery rhymes, sound and silence games Dance: Free movement, action songs, dancing with props Role play: Dressing up, puppet play, emotion exploration		Visual arts: Themed art projects, mixed media, introduction to patterns Music: Simple instrument play, group singing, musical stories Dance: Simple choreography, cultural dances, movement stories Role play: Group role play, story reenactment, prop creation		Visual arts: personal projects, advanced techniques eg printing Music: Group performance, music creation, combine music and movement Dance: Dance performance, improvisation, perform stories through dance Role play: Performing for others, role play reflections	
Physical Development	Continue physical development including gross motor skills and fine motor Outdoor area - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
Complete PE	Locomotion - Walking 1	Locomotion - Jumping 1	Dance - Ourselves	Learning through play – playing through games	Gymnastics - Moving	Ball skills – hands 1
Cultural Capital Opportunities (flexible to children’s interests and experiences)	Visit from emergency services			Preston Park & Butterfly World (Cycle A) InsectLore Caterpillars	Planting seeds Farm trip (Cycle B) Make vegetable soup	
Events	Recycle Week World Space Week Black History Month Diwali Halloween	Outdoor Classroom Day Bonfire Night World Science Day Remembrance Day Children in Need World Nursery Rhyme Week Christmas Stay & Play Christmas Party Christmas Fair	Lunar New Year Safer Internet Day Valentine’s Day	World Wildlife Day World Book Day Red Nose Day Holi Mother’s Day Easter Stay & Play Eid	World Maths Day	Pride Month World Ocean’s Day Healthy Eating Week Father’s Day World Music Day Sports Day