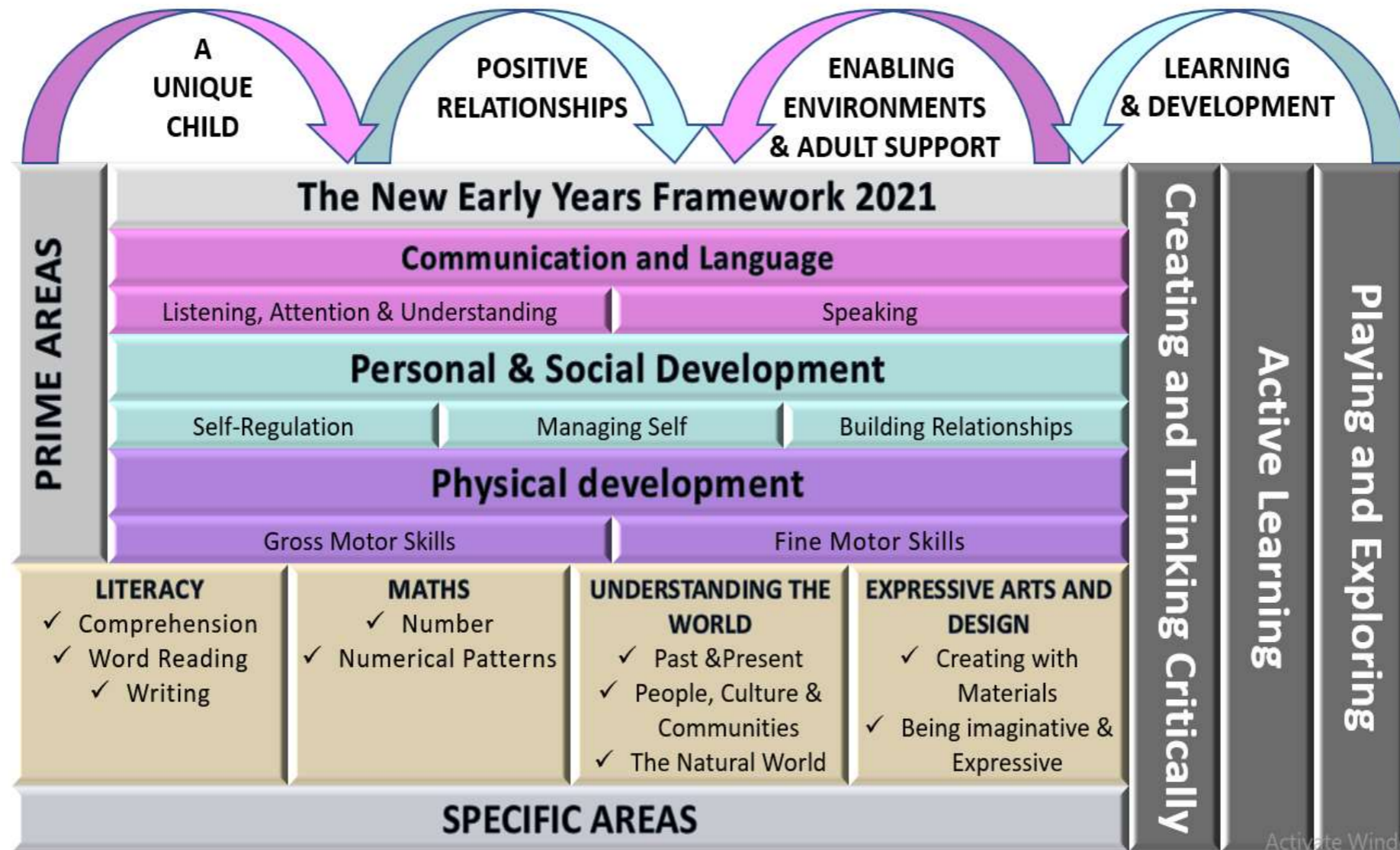







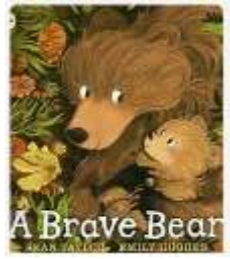


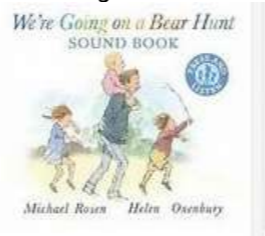



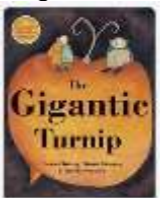
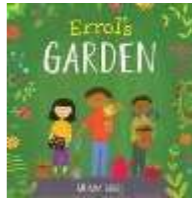

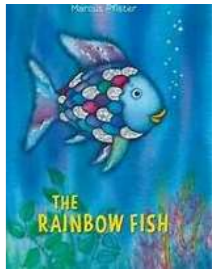




# Hardwick Green Primary Academy Nursery Long Term Plan 2023-24



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> 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</p> <p><b>Active learning:</b> 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.</p> <p><b>Creating and thinking critically:</b> 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.</p>					
<b>Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>Play:</b> At Hardwick Green Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years 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.</p>					
<b>Nursery theme</b>	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? 
<b>General themes</b> (other themes may emerge from children’s interests)	<ul style="list-style-type: none"> <li>• All about me</li> <li>• My family and family history</li> <li>• where we live</li> <li>• Emotions</li> <li>• People who help us</li> <li>• Diversity among people</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas traditions</li> <li>• The woods</li> <li>• Exploring natural materials</li> <li>• Houses and homes</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing different countries</li> <li>• The weather</li> </ul>	<ul style="list-style-type: none"> <li>• Animals – characteristics of animals and categories of animals</li> <li>• Minibeasts</li> <li>• Lifecycles</li> </ul>	<ul style="list-style-type: none"> <li>• Food from farms</li> <li>• Plants</li> <li>• Growing from babies to adults</li> <li>• Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Sea creatures</li> <li>• Comparing seaside environment to where we live</li> <li>• Transport to the seaside</li> </ul>
<b>Power of reading books</b>	<p>Owl Babies </p> <p>A Brave Bear </p>	<p>The Three Little Pigs </p> <p>The Gingerbread Man </p>	<p>We’re Going on a Bear Hunt </p> <p>Handa’s Surprise </p>	<p>Tanka Tanka Skunk </p> <p>Aaargh Spider </p>	<p>The Gigantic Turnip </p> <p>Errol’s Garden </p>	<p>Surprising Sharks </p> <p>Rainbow Fish </p>

<p style="text-align: center;"><b>Key vocab</b></p>	<p><b>Owl Babies-</b></p> <p>Owl Hole Trunk Night Hunting Branch Ivy Wood Mice Silent swooped</p> <hr/> <p><b>A Brave Bear-</b></p> <p>Air Shade Bear Slipped Grassy Bushy Bravest Wet</p> <p style="text-align: right;">glowing</p>	<p><b>The Gingerbread Man-</b></p> <p>Eye Smile Oven Tasty Ginger Shouts Louder Chase Friendly Fox Hops World</p> <hr/> <p><b>The Three Little Pigs:</b></p> <p>cottage forest safe strong afraid build field straw tall proud peeped snout galloped</p> <hr/> <p style="text-align: right;">shivered</p>	<p><b>We're going on a Bear Hunt-</b></p> <p>Scared Wavy Beautiful River Hunt Mud Forest Dark Over Under Cave</p> <hr/> <p><b>Handa's Surprise</b></p> <p>Delicious Basket Surprised Fruit Village Guava Mango Pineapple Avocado Passionfruit tangerine</p>	<p><b>Tanka Tanka –</b></p> <p>Skunk Drums Kangaroo Caterpillar Faster Beat Gorilla Cheetah</p> <hr/> <p><b>Arragh Spider-</b></p> <p>Spider Lonely Family Pet Dancer Clean Wash Feed Alone Sparkly Web</p> <p style="text-align: right;">Friends</p>	<p><b>The Gigantic Turnip</b></p> <p>Man Woman Cottage Canaries Geese Sowed Turnip Swell Spring Summer Gigantic Heaved hen Vegetables Seed Ripened Harvested Sniffed Tugged</p> <hr/> <p><b>Errol's Garden-</b></p> <p>Garden Dreamed Roof garden Fruit vegetable</p>	<p><b>The Rainbow Fish</b></p> <p>Deep Ocean Scales Silver Shimmer Shiny Dazzling Admire Advice Glare Octopus Possession Rainbow</p> <hr/> <p><b>Surprising sharks</b></p> <p>Swimming Nightmare Giant Shark Smallest Sea floor Monster Hunt Plankton</p>
<p style="text-align: center;"><b>Communication &amp; Language</b></p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p> <p><b>Throughout the year children will develop these listening skills</b></p> <ul style="list-style-type: none"> <li>• Responding to questions and instructions directed to them</li> <li>• Following 2 part instructions</li> <li>• Taking part in short exchanges with others – listening and responding to adults and peers</li> <li>• Taking turns in conversation</li> <li>• Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories</li> </ul> <p><b>Throughout the year children will develop these speaking skills</b></p> <ul style="list-style-type: none"> <li>• Articulating and speaking clearly</li> <li>• Speaking in 4-6 word sentences •Explaining feelings in simple terms i.e. I am sad because....</li> <li>• Expressing wants and needs, such as asking for particular resources</li> </ul>					

	<ul style="list-style-type: none"> <li>Using simple conjunctions to connect ideas such as 'and' and 'because'</li> <li>Using some positional language</li> <li>Retelling a story/ event (not always in correct order)</li> <li>Joining in with repeated refrains in stories/ rhymes</li> </ul>					
<b>UTW Skills</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Continue to develop positive attitudes about the differences between people</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.</li> </ul>
<b>Literacy - Comprehension</b>	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
<b>Literacy - Phonics</b>	<b>Pre- Phonics Environmental Sounds</b> Sounds Draw some marks on paper, not always distinguishable	<b>Pre- Phonics Instrumental Sounds</b> Draw some marks on paper, not always distinguishable	<b>Pre- Phonics Body Percussion</b> Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	<b>Pre- Phonics Rhythm and Rhyme/ Alliteration</b> 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	<b>Pre- Phonics Voice Sounds</b> 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	<b>Pre- Phonics Oral Blending and Segmenting</b> 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)
<b>Literacy - Writing</b>	Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to	Mark making using mark makers such as chunky chinks, paintbrushes, pens Following	Mark making using pens/ pencils/ chinks/ paintbrushes Follows large pattern outlines	Mark making using pens/ pencils/ chinks/ paintbrushes Follows large pattern outlines	Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some	Uses pens/ pencils/ paintbrushes with developing tripod grip. form some letter

	paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable	large pattern templates Draw some marks on paper, not always distinguishable	such as wavy lines or straight lines / can give meaning to the marks they make	such as wavy lines or straight lines / can give meaning to the marks they make	recognisable pictures and give meaning to the marks they make	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.)
<b>Maths</b>	<ul style="list-style-type: none"> <li>Recognising, naming and matching colours</li> <li>Sorting by various attributes</li> <li>AB patterns</li> </ul>	<ul style="list-style-type: none"> <li>Using the language of size</li> <li>Counting principles</li> <li>Comparing</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and understanding 1</li> <li>Exploring and understanding 2</li> <li>Exploring and understanding 3</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and understanding 4</li> <li>Exploring and understanding 5</li> <li>Exploring and understanding 6</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> <li>My Day</li> <li>Length and Height</li> </ul>	<ul style="list-style-type: none"> <li>Weight</li> <li>Capacity</li> <li>Positional Language</li> </ul>
<b>Squiggle whilst you wiggle</b>	Up and down Begin to form i, l, t, j	Side to side and cross over	Circles Begin to form a, c, d, e, g, o, p, q, k	Arches Begin to form b, h, m, n, r, u, y	Zig zag Begin to form v, w, x, z	Wavy lines Begin to form s, f,
<b>PSED</b>	Jigsaw  Being in My World	Jigsaw Celebrating Difference	Jigsaw  Dreams and Goals	Jigsaw  Healthy Me	Jigsaw  Relationships	Jigsaw  Changing Me
<b>RE</b>	Special People: What makes people Special? (Christianity, Judaism)	Christmas: What is Christmas? (Christianity, Incarnation)	Celebrations: How do people celebrate? (Hinduism)	Easter: What is Easter? (Christianity)	Story Time: What can we learn from stories? (Christianity, Islam, Hinduism, Sikhism)	Special Places: What makes places special? (Christianity, Islam, Judaism)
<b>Physical</b>	Continue physical development including gross motor skills and fine motor Squiggle Whilst you Wiggle /Dough disco Little Movers Outdoor area Commando Joe's Missions					
<b>Cultural Capital Opportunities (flexible to children's interests and experiences)</b>	Immersive space – space week	Visit from fire service for bonfire night Trip to Hardwick Park (Cycle A)/Wynyard Woodland Park (Cycle B)	Immersive Space – Africa	ZooLab visit (Cycle A)/Butterfly World (Cycle B) InsectLore Caterpillars	Planting seeds Farm trip (Cycle B) Make vegetable soup	Seaside trip (Cycle A) Immersive space – under the sea
<b>Events</b>	Recycle Week World Space Week Black History Month	Outdoor Classroom Day 4 <sup>th</sup> Nov Bonfire Night 5 <sup>th</sup> Nov World Science Day 10 <sup>th</sup> Nov Remembrance Day 11 <sup>th</sup> Nov Children in Need 13 <sup>th</sup> Nov World Nursery Rhyme Week 15 <sup>th</sup> -19 <sup>th</sup> Nov Christmas Stay & Play Christmas Party Christmas Fair	Chinese New Year 1 <sup>st</sup> Feb RSPB Big Schools Bird Watch Safer Internet Day 8 <sup>th</sup> Feb Random Act of Kindness Week 14 <sup>th</sup> -20 <sup>th</sup> Feb Valentine's Day 14 <sup>th</sup> Feb	World Wildlife Day World Book Day Red Nose Day Holi Mother's Day Easter Stay & Play	Eid World Maths Day World Bee Day	Pride Month World Ocean's Day Healthy Eating Week Father's Day World Music Day Sports Day