



Federation of Holy Trinity Church of England Schools
Nursery Long Term Plan



Communication, Language and Literacy

| Communication, Language and Literacy | | | | | |
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| Phonics & Early Reading - Autumn Term | | Phonics & Early Reading - Spring Term | | Phonics & Early Reading - Summer Term | |
| <p>Little Wandle: Autumn 1</p> <p>Over the first half term we focus on:</p> <ul style="list-style-type: none"> • Learning a Nursery Rhyme and actions a week. • Spotting rhyming words. • Tapping the syllables within words. • Hearing the first sound in words that begin with... <p>Little Wandle: Autumn 2</p> <p>We continue to learn a Nursery Rhyme and actions each week and continue as above.</p> <p>We begin to focus on learning the initial sounds in words beginning with s a t p i n m, and blending words back together, for example, knowing that the word 'cat' is made of the sounds c-a-t.</p> | | <p>Little Wandle: Spring</p> <p>We continue to learn a Nursery Rhyme and actions each week and build upon Autumn Term learning activities.</p> <p>Learning a new initial sound each week, playing sound games, blending with sounds and playing oral blending games.</p> <p>Sounds we will focus on include: d g o c k e u r h b f l</p> | | <p>Little Wandle: Summer</p> <p>We continue to learn a new initial sound each week, play sound games, blend with sounds and play oral blending games.</p> <p>Sounds we will focus on include: j v w y z qu ch ck x sh th ng nk</p> | |
| Key text delivery and focus | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Eyes, nose, ears and toes – Judy Hindley Super Duper You – Sophy Henn Once we were giants – Martin Wadell We're Going on a leaf hunt – Steve Metzger Colour Monster – Anna Llenas | Topsy and Tim: Meet the Police – Jean Adamson & Belinda Worsley When You're Fast Asleep, Who Works at Night-Time? – Peter Arrhenius & Ingela P Arrhenius Busy Day Firefighter – Dan Green Ness the Nurse – Nick Sharratt We're Going on an Elf Chase – Martha Mumford | Ketchup on your Cornflakes – Nick Sharratt Off to Market – Alice Oehr Hats, Hats, Hats – Deborah Schecter Mrs Honey's Hat – Pam Adams When Jelly had a Wobble - Michelle Robinson & Tom Knight | The Teddy Bear's Picnic – Nicola Baxter Goldilocks and the Three Bears We're Going on an Egg Hunt – Marth Mumford | Luna Loves Gardening – Joseph Coelho & Fiona Lumbers Eco Girl – Ken Wilson-Max Ten Seeds – Ruth Brown The very hungry caterpillar – Eric Carle My World, Your World – Melanie Walsh | Amazing Airplanes – Tony Mitton The train Ride – June Crebbin 'Peek! A Thai Hide-and-Seek – Dim Sum for Everyone! – Grace Lin |
| <p>Oral Composition</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups - | | <p>Oral Composition</p> <ul style="list-style-type: none"> • Begin to engage in extended conversations about stories, learning new vocabulary. <p>Word Reading</p> | | <p>Oral Composition</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary <p>Word Reading</p> | |



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- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Word Reading

- Begin to understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book.
- Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother

Early Writing

- I use lines to look like writing, mark making from left to right.
- I begin to assign meaning to marks.

Communication & Language

- Understand a question or instruction that has two parts.
- Sing a large repertoire of songs.
- Begin to talk about familiar books.
- Single channelled attention
- Begin to use talk to organise themselves and their play.

- Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother
- Begin to understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book.
- Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother

Early Writing

- I write symbols and shapes that look like writing.
- I assign meaning to my marks.
- I attempt to write my name
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Communication & Language

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Enjoy listening to longer stories and can remember much of what happens.
- Begin to understand 'why' questions.
- Use talk to organise themselves and their play.
- Use a wider range of vocabulary.
- Use longer sentences of four to six words.

- Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book.

Developing Writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- I can write a short strings of letters to represent words (two or three letters in sequence).
- I can hear / and am beginning to write initial sounds, medial sounds and final sounds in words and write left to right. e.g. tbl – table.
- I can orally compose a sentence and hold it in my memory before I start to write it.
- I can write a series of initial graphemes and phonemes for my phrase. There may be no spaces between words.
- I talk about my writing and give meaning.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Communication & Language

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Understands 'how' and 'why' questions.



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Core Books

Core Books are an essential approach to how children learn to read. Children will develop language and increase vocabulary in addition to gaining a love of books. They will become very familiar with these known texts, as they are read repeatedly, so that they can remember and re-tell them independently and with confidence.

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| The Gruffalo – Julia Donaldson Baby Goes to Market – Atinuke Peepo – Alan Ahlberg | Owl Babies – Martin Waddell Room on a Broom – Julia Donaldson The Snow Thief – Alice Hemming | Mr Wolf’s Pancakes – Jan Fearnley Each, Peach, Pear, Plum – Alan Ahlberg Peace at Last – Jill Murphy | We’re Going on a Bear Hunt – Michael Rosen Where’s My Teddy – Jez Alborough Hairy Maclary from Donaldson's Dairy – Lynley Dodd | Aaargghh Spider – Lydia Monks Jack and the Beanstalk Once Upon a Time – John Prater | We’re Going on a Lion Hunt – David Axtell Supertato – Sue Hendra What the Ladybird Heard – Julia Donaldson |
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Focused Rhymes

Singing encourages the expression of language and confidence, and nursery rhymes offer a set of new vocabulary that we don’t often use in everyday speech. Children are exposed to a wider variety of words which helps to enrich their vocabulary. Reciting and singing rhymes helps to develop phonemic awareness.

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| 1,2,3,4,5 once I caught a fish alive Baa, baa black sheep Hey Diddle, Diddle Incy, Wincy Spider Down at the station Pat a Cake Tommy Thumb Head, Shoulders, Knees and Toes | Miss Molly had a Dolly Hickory, Dickory, Dock Jack and Jill Ring a Ring of Roses Round and Round the Garden Row, Row, Row your Boat One Finger, One Thumb Keep Moving | The Grand Old Duke of York The Wheels on the Bus Twinkle, Twinkle Little Star Wind the Bobbin Up Recap: Down at the station Hickory, Dickory, Dock | One, Two Buckle My Shoe Mary, Mary Quite Contrary Humpty Dumpty A Sailor Went to Sea When Goldilocks went to the House of the Bears | Old McDonald Five Little Ducks I’m a Pirate I’m a Little Teapot Wiggly Woo Five Little Apples | Cobler, Cobler Mend My Shoe Five Little Men in a Flying Saucer Five Little Monkeys Swinging in a Tree Polly Put the Kettle on |
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Mathematics

White Rose Maths & Master the Curriculum

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| Comparison 1 – More than, fewer than or the same Pattern 1 – Pattern in the environment & explore repeats Counting 1 – Hear and say number names Counting 2 – Begin to order number names | Subitising 1 – I see 1, 2, 3 Shape, Space and measures 1 – Explore and build with shapes and objects Subitising 2 – show me 1, 2, 3 Shape, space and measures 2 – Explore position and space Pattern 2 – Join in with repeats | Counting 3 – move and label 1, 2, 3 Pattern 3 – Explore own first patterns Shape space and measures 3 – Explore position and routes Subitising 3 – Talk about dots | Number 3 Number 4 Number 4: Composition Number 5 Number 5: Composition Number 6 | Height Length Capacity Sequencing Positional Language More than/Fewer than 2D shape | 3D shape Number composition What comes after? What comes before? Numbers to 5 Consolidation |
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Physical Development

Gross Motor Skills

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| <ul style="list-style-type: none"> 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. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability 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. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. | <ul style="list-style-type: none"> 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. Start taking part in some group activities which they make up for themselves, or in teams. | <ul style="list-style-type: none"> Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can throw and catch a large ball, beanbag or an object. |
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Fine Motor Skills

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| <ul style="list-style-type: none"> Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Creates lines and circles. Use one-handed tools and equipment, for example, making snips in paper with scissors. | <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. | <ul style="list-style-type: none"> Use one-handed tools and equipment, tools include paintbrushes, scissors, hairbrushes, scarves or ribbons. Use a comfortable grip with good control when holding pens and pencils. |
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- Children will be given varied and plentiful opportunities to be physically active throughout the day.
- Children will have frequent access to the outdoor spaces.
- Pre-writing skills will be taught during 'Squiggle Whilst you Wiggle' sessions and supported in provision areas and outside.
- Adults supporting the children will encourage them to give meaning to the marks the children make and will see value and purpose in these early stages of writing.
- Dough Disco is used to support fine motor development and a malleable area within the classroom will give children opportunities to practice skills and manipulation of dough.

Religious Education

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| Harvest | Diwali Christmas | Lunar New Year | Easter | Which people are special and why? | Which times are special and why? |
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Personal, Social and Emotional Development

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| <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. | <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling. | <ul style="list-style-type: none"> Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive |
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| <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. | <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | <ul style="list-style-type: none"> • Talk with others to solve conflicts. |
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Learning Means the World Topics

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| LMTW: Happy To Be Me | LMTW: Help Is At Hand | LMTW: Food Glorious Food | LMTW: Way Back When... Hats Had Brims (UW Unit) | LMTW: If You Go Down to the Woods | LMTW: What On Earth | LMTW: Come Fly With Me |
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Understanding the World

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| <ul style="list-style-type: none"> • is curious about people and shows interest in stories about themselves and their family • enjoys pictures and stories about themselves, their families and other people • has a sense of immediate family and relations • learns that they have similarities and differences that connect/distinguishes them from others • remembers and talks about significant events in their own experience | <ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history • show interest in different occupations • talk about what they see, using a wide vocabulary • continue developing positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos | <ul style="list-style-type: none"> • explore collections of materials with similar and or different properties • talk about what they see, using a wide vocabulary • begin to make sense of their own life-story and family's history • continue developing positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos • show interest in different occupations • explore how things work • talk about the differences between materials and changes they notice | <ul style="list-style-type: none"> • explore collections of materials with similar and or different properties • talk about what they see, using a wide vocabulary • show interest in different occupations • continue developing positive attitudes about the differences between people | <ul style="list-style-type: none"> • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar or different properties • talk about what they see, using a wide vocabulary • show interest in different occupations • talk about the differences between materials and changes they notice • continue developing positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos | <ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history • show interest in different occupations • how interest in different occupations • develop positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos • talk about what they see, using a wide vocabulary | <ul style="list-style-type: none"> • begin to make sense of their own life-story and family's history • show interest in different occupations • talk about what they see, using a wide vocabulary • explore how things work • explore and talk about forces they can feel • continue developing positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos |
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| <ul style="list-style-type: none"> • recognises and describes special times or events for family or friends • enjoys playing with small-world models e.g. farm, garage or train track • comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • can talk about some of the things they have observed such as plants, animals, natural and found objects • shows care and concern for living things and the environment | <ul style="list-style-type: none"> • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar and/or different properties • talk about the differences between materials and changes they notice • explore how things work | | | | <ul style="list-style-type: none"> • use all their senses in hands-on exploration of natural materials • talk about the differences between materials and changes they notice • explore collections of materials with similar and/or different properties • talk about what they see, using a wide vocabulary • explore how things work • plant seeds and care for growing plants • begin to understand the need to respect/care for the natural environment and living things | |
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Key Vocabulary

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| senses, ears, eyes, hands, fingers, toes, mouth, nose, touch, taste, smell, sight, hear, same, different, | emergency, accident, medicine, surgery, job, litter, office, ladder, vehicle, hospital, fire station, police station | Crunchy, food, cereal, fruit, crisps, sweet, honey, healthy, unhealthy, festival, picnic, growing | hard hat, firefighter helmet, party hat, Santa hat, rain hat, bike helmet, bobble hat, pirate hat, baseball cap, cowboy hat, knight helmet, brim, now, long ago | Wood, forest, tree, leaves, green, smooth, map, grow, seed, picnic, plant, sun, water, soil | living, grow, precious, gigantic, miniature, ancient, new, building, city, mountain, skyscraper, tower, habitat, flower, plant, mirror, | Passport, country, festival, traditions, culture, Diwali, Chinese New Year, desert, chopsticks, lantern, temple |
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Expressive Art and Design

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| <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body • Moves their whole body to sounds they enjoy, | <ul style="list-style-type: none"> • listen with increased attention to sounds • respond to what they have heard, expressing their thoughts and feelings • explore different materials freely, to develop their ideas about | <ul style="list-style-type: none"> • take part in simple pretend play, using an object to represent something else even though they are not similar • begin to develop complex stories using | | <ul style="list-style-type: none"> • take part in simple pretend play, using an object to represent something else even though they are not similar • begin to develop complex stories using | <ul style="list-style-type: none"> • listen with increased attention to sounds • respond to what they have heard, expressing their thoughts and feelings • create their own songs, or improvise a song around one they know | <ul style="list-style-type: none"> • take part in simple pretend play, using an object to represent something else even though they are not similar • begin to develop complex stories using |
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| <p>such as music or a regular beat</p> <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs • Joins in singing favourite songs • Experiments with blocks, colours and marks • Sings a few familiar songs • Beginning to be interested in and describe the texture of things • Uses various construction materials • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Joins construction pieces together to build and balance • Pretends that one object represents another, especially when objects have characteristics in common • Beginning to make-believe by pretending • Creates movement in response to music • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there • Engages in imaginative role-play based on own first-hand experiences | <p>how to use them and what to make</p> <ul style="list-style-type: none"> • develop their own ideas and then decide which materials to use to express them • join different materials and explore different textures • draw with increasing complexity and detail, such as representing a face with a circle and including details • use drawing to represent ideas like movement or loud noises • take part in simple pretend play, using an object to represent something else even though they are not similar | <p>small world equipment like animal sets, dolls and dolls houses etc.</p> <ul style="list-style-type: none"> • explore different materials freely, to develop their ideas about how to use them and what to make • develop their own ideas and then decide which materials to use to express them • create closed shapes with continuous lines, and begin to use these shapes to represent objects • listen with increased attention to sounds • respond to what they have heard, expressing their thoughts and feelings • play instruments with increasing control to express their feelings and ideas | | <p>small world equipment like animal sets, dolls and dolls houses etc.</p> <ul style="list-style-type: none"> • explore different materials freely, to develop their ideas about how to use them and what to make • create closed shapes with continuous lines, and begin to use these shapes to represent objects • join different materials and explore different textures • listen with increased attention to sounds • respond to what they have heard, expressing their thoughts and feelings • remember and sing entire songs • create their own songs, or improvise a song around one they know • play instruments with increasing control to express their feelings and ideas | <ul style="list-style-type: none"> • play instruments with increasing control to express their feelings and ideas • remember and sing entire songs • sing the pitch of a tone sung by another person ('pitch match') • sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • take part in simple pretend play, using an object to represent something else even though they are not similar • begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • use drawing to represent ideas like movement or loud noises • show different emotions in their drawings and paintings, like happiness, sadness, fear etc • explore different materials freely, to develop their ideas about how to use them and what to make | <p>small world equipment like animal sets, dolls and dolls houses etc</p> <ul style="list-style-type: none"> • make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • use drawing to represent ideas like movement or loud noises • show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • explore colour and colour-mixing • explore different materials freely, to develop their ideas about how to use them and what to make • develop their own ideas and then decide which materials to use to express them • join different materials and explore different textures • listen with increased attention to sounds • respond to what they have heard, expressing their thoughts and feelings • remember and sing entire songs • sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs |
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| <ul style="list-style-type: none"> • Uses available resources to create props to support role play • Captures experiences and responses with a range of media such as music, dance and paint and other materials or words | | | | | <ul style="list-style-type: none"> • develop their own ideas and then decide which materials to use to express them • join different materials and explore different textures <ul style="list-style-type: none"> • create closed shapes with continuous lines, and begin to use these shapes to represent objects | <ul style="list-style-type: none"> • create their own songs, or improvise a song around one they know • play instruments with increasing control to express their feelings and ideas |
| Key Vocabulary | | | | | | |
| self-portrait, face, features, family, photograph, join, stack, smooth, rough, hard, soft, fluffy, bobbly, sparkly, shiny | badge, design, cook, share, favourite, junk modelling, gift, song, smooth, rough, hard, soft, bumpy, sparkly, shiny fluffy, listen, happy, sad, angry, calm, scared | shape, pencil, paint, colour names, instrument names – tambourine, drum, bells, maraca, shaker, happy, sad, angry, calm, scared, listen | | join, stick, happy, sad, angry, calm, scared, shape, pencil, paint, paintbrush, colour names, instrument names - tambourine, drum, bells, maraca, shaker, happy | high, low, loud, quiet, soft, gruff, sound, happy, sad, angry, calm, scared, shape, pencil, paint, paintbrush, colour names | colour, artefact, gold, mask, dragon, Chinese, colour, bright, traditional, diva lamp, salt dough, Diwali, triangles, gong, drums, Chinese dragon, colour mixing |