


**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

| TEACHERS: KE and MC  |   | YEAR GROUP- Nursery  |  |   |   | CLASSES: Bumblebees and Ladybirds                                       |  |
|--|---|--|--|---|---|---|--|
|  | AUTUMN 1  | AUTUMN 2   |  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
| Theme  | Marvellous Me   | Bears  | Special Days   | Toys  | On The Farm   | Once upon a Time  | All Creatures Great and Small  |
| Hook for Learning  | Family photo booth<br><br>Hairdressers                          | Bear Hunt  | Birthday party for Kipper.<br><br>Santa's Post Office                            | Dinosaur dig<br><br>Museum<br><br>Toybox full of dinosaurs/buck ets etc | Chickens – looking after our new arrivals.<br><br>Farm Shop | Gingerbread House   | Visiting pets in school.<br><br>Pictures of our pets – show and tell.                          |
| PSED   | Select and use activities and resources, with help when needed. | Increasingly follow rules, understanding why they are important. | Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. | Play with one or more other children, extending and                     | Develop their sense of responsibility and                   | Select and use activities and resources to help them to achieve a goal. | <ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive.</li> </ul> |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|                      |  |  |   |  |   |   |   |
|----------------------|--|--|---|--|---|---|---|
|                      | <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children.</p> | <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Begin to understand how others might be feeling.</p> | <p>elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>Show more confidence in new social situations.</p> <p>Begin to understand how others might be feeling.</p> | <p>membership of a community.</p> <p>Develop appropriate ways of being assertive.</p> <p>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.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations.</p> <p>Help to find solutions to conflicts and rivalries.</p> |
| PHYSICAL DEVELOPMENT | Start taking part in some group activities which they make up for  | Match their developing physical skills to tasks and  | Be increasingly independent as they get   | Continue to develop their movement, balancing, riding  | Continue to develop their movement, balancing,  | Match their developing physical skills to   | Use a comfortable grip with good control when   |


**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|  |  |  |  |   |   |  |  |
|--|--|--|--|---|---|--|--|
|  | <p>themselves, or in teams.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use one-handed tools.</p> <p>Show a preference for a dominant hand.</p> | <p>activities in the setting.</p> <p>Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> | <p>dressed and undressed</p> <p>Be increasingly independent in meeting their own care needs.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | <p>(scooters, trikes and bikes) and ball skills.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> | <p>riding (scooters, trikes and bikes) and ball skills.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Make healthy choices about food.</p> | <p>tasks and activities in the setting.</p> <p>Choose the right resources to carry out their own plan. Collaborate with others to manage large items.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> | <p>holding pens and pencils.</p> <p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> |
| <p>COMMUNICATION AND LANGUAGE</p>  | <p>Be able to talk about familiar books:</p> <p>Sit and listen to a story.</p>   | <p>Enjoy listening to longer stories and can remember much of</p>  | <p>Enjoy listening to longer stories and can remember much of</p>  | <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>  | <p>Develop their communication, to talk about a past event but may continue to have problems</p>  | <p>Understand 'why' questions.</p> <p>Be able to tell a long story.</p>  | <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using</p>  |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|  |   |  |  |  |   |   |  |
|--|---|--|--|--|---|---|--|
|  | <p>Answer simple question about what they have heard.<br/>         Develop their communication.</p> <p>Speak in simple sentences.</p> | <p>what happens.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Use a wider range of vocabulary.</p> | <p>what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Use a wider range of vocabulary.</p> | <p>Use talk to organise themselves and their play.</p> <p>Use longer sentences of four to six words.</p> | <p>with irregular tenses.</p> <p>Use a wider range of vocabulary.</p> <p>Be able to talk about familiar books and be able to tell a long story.</p> <p>Use vocabulary in their play, that reflects their experiences of books.</p> <p>Sing a large repertoire of songs.</p> | <p>Use longer sentences of four to six words.</p> | <p>words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> |
|--|---|--|--|--|---|---|--|


**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

| LITERACY   |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
|  | <p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none"> <li>- Tell an adult about the marks they make.</li> </ul> <p>Develop their phonological awareness:</p> <ul style="list-style-type: none"> <li>- Join in with nursery rhymes</li> <li>- Sing some nursery rhymes independently.</li> </ul> <p>Discriminate between environmental sounds</p> | <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.</p> | <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Develop their phonological awareness.</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and mother</p> | <p>Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print has meaning</li> <li>The names of the different parts of a book</li> <li>Print can have different purposes.</li> <li>Use some of their print and letter knowledge in their early writing.</li> </ul> | <p>Use some of their print and letter knowledge in their early writing.</p> <p>Develop their phonological awareness, so that they can:</p> <p>Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.</p> <p>Understand the key concepts about print. (directionality of text)</p> | <p>Understand the five key concepts about print.</p> <p>Engage in extended conversations about stories, learning new vocabulary:</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> | <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Understand the five key concepts about print:</p> <p>Develop their phonological awareness</p> |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|                   |  |  |  |  |  |   |   |
|-------------------|--|--|--|--|--|---|---|
| <p>Core Texts</p> | <p>Lulu's First Day by Anna McQuinn</p> <p>A Splendid Friend Indeed by Suzanne Bloom</p> | <p>Were going on a Bear Hunt by Michael Rosen</p> <p>Where's my Teddy by Jez Alborough</p> | <p>Kippers Birthday by Mick Inkpen</p> <p>The First Christmas by Lois Rock</p> <p>Santa Post by Emma Yarlett</p> | <p>Kippers Toybox by Mick Inkpen</p> <p>Stanleys Stick by John Hegley</p> <p>Harry and his Dinosaurs and his Bucketful of Stories by Ian Whybrow</p> | <p>Farmyard Hullabaloo by Giles Andreae</p> <p>Farmer Duck by Martin Waddell</p> <p>Rosie's Walk by Pat Hutchinson</p> <p>What the Ladybird Heard by Julia Donaldson</p> | <p>The Three Little Pigs</p> <p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> | <p>Dear Zoo by Rod Campbell</p> <p>We're going on a Lion Hunt by David Axtell</p> <p>Brown Bear, Brown Bear what do you see? By Bill Jnr Martin</p> |
|-------------------|--|--|--|--|--|---|---|

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|  |   |  |   |   |   |  |  |
|--|---|--|---|---|---|--|--|
| <p>Writing genres</p>  | <p>Make marks to represent our thoughts and ideas.</p>  | <p>Orally retell a story through repeated refrains.</p> <p>Begin to identify rhyming strings.</p>                | <p>Write some or all your name</p> <p>Write your name on a label or card</p>  | <p>Write the initial sound in words.</p>  | <p>Writing lists (farm shop grocery list).</p>  | <p>Writing a recipe (gingerbread men).</p>   | <p>Character description (which animal would they choose from the zoo).</p>  |
| <p>MATHEMATICS</p>  | <p><b>Match and Sort:</b><br/>Begin to sort objects according to colour, size or shape.</p> <p><b>Link numerals and amounts/Counting:</b></p> | <p><b>Link numerals and amounts/Counting:</b><br/>Recite numbers to 5<br/>Show 'finger numbers' up to 5 when</p> | <p><b>Shape:</b><br/>Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language:</p> | <p><b>Counting:</b><br/>Say one number for each item in order: 1,2,3,4,5.<br/><br/>Know that the last number reached when counting a small set of objects tells</p> | <p><b>Sorting and Matching:</b><br/>Find and match objects which are the same.<br/><br/>Sort the same set of objects according to different criteria.</p> | <p>Fast recognition of up to 3 objects, without having to count them.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Solve real world mathematical</p> | <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**


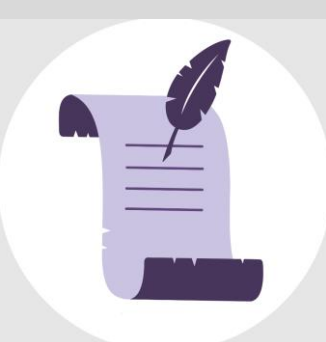

|  |   |  |  |  |  |   |   |
|--|---|--|--|--|--|---|---|
|  | <p>Showing the right number of objects to match the numeral for 1 and 2.</p> <p>Subitise small groups of objects.</p> <p>Recite numbers to 5.</p> <p>Begin to show 'finger numbers' up to 5 when joining number songs and rhymes.</p> <p><b>Measure</b><br/>Make comparisons between objects relating to size and length.</p> | <p>joining number songs and rhymes</p> <p>Showing the right number of objects to match the numeral for 1 and 2.</p> <p>Subitise small groups of objects.</p> <p><b>Shape:</b><br/>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Notice and talk about shapes in</p> | <p>'sides', 'corners'; 'straight', 'flat', 'round'.<br/><b>Pattern:</b><br/>Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.<br/><b>Counting:</b><br/>Say one number for each item in order: 1,2,3,4,5.</p> <p>Recite numbers beyond 5<br/><b>Measure:</b><br/>Make comparisons between objects relating to size, length,</p> | <p>you how many there are in total.</p> <p><b>Linking numerals and amounts:</b><br/>Showing the right number of objects to match the numeral to 4.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p><b>Position and Direction:</b><br/>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Pattern:</b></p> | <p><b>Shape:</b><br/>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p><b>Link numerals and amounts/Counting:</b><br/>Show 'finger numbers' up to 5 when joining number songs and rhymes</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when</p> | <p>problems with numbers up to 5</p> <p>Showing the right number of objects to match the numeral, up to 5</p> <p><b>Measure:</b><br/>Make comparisons between objects relating to weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><b>Position and Direction:</b><br/>Describe a familiar route using spatial words.</p> <p>Discuss routes and locations, using</p> | <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Talk about and identifies the patterns around them.</li> </ul> <p><b>Number:</b><br/>Showing the right number of objects to match the numeral up to 5</p> |
|--|---|--|--|--|--|---|---|






**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|                                |   |   |   |  |  |   |  |
|--------------------------------|---|---|---|--|--|---|--|
|                                |   | <p>the environment.</p> <p><b>Positional Language:</b><br/>Understand position through words alone</p> <p><b>Measure</b><br/>Make comparisons between objects relating to size.</p> | <p>weight and capacity.</p>   | <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p><b>Shape:</b><br/>Talk about and explore 3D shapes</p> | <p>counting a small set of objects tells you how many there are in total.</p> <p><b>Measure:</b><br/>Make comparisons between objects: size, length, weight and capacity</p> | <p>words like 'in front of' and 'behind'.</p> <p>Understand and use positional language through words alone.</p>  | <p>Begin to show 'finger numbers' up to 5</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Experiment with their own symbols and marks as well as numerals.</p> |
| <p>UNDERSTANDING THE WORLD</p> | <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> | <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar</p>   | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about the differences</p> | <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p>Explore collections of</p>  | <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycles.</p>   | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> | <p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the</p>   |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|   |   |   |   |  |   |  |  |
|---|---|---|---|--|---|--|--|
|   | <p>Continue to develop positive attitudes about the differences between people.</p> | <p>and/or different properties.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p> | <p>materials with similar and/or different properties</p> <p>Talk about the differences between materials and changes they notice.</p> | <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations.</p> | <p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p> | <p>differences they have experienced or seen in photos.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> |
|   |   |   |   |  |   |  |  |
|  |   |   |   |  |   |  |  |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|  |   |   |   |  |   |  |   |
|--|---|---|---|--|---|--|---|
| <p>EAD</p>  | <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>               | <p>Explore different materials freely.</p>  | <p>Take part in simple pretend play.</p>  | <p>Create their own songs or improvise a song around one they know.</p>              | <p>Explore colour and colour-mixing.</p>  | <p>Use drawing to represent ideas like movement or noise.</p>                                | <p>Explore colour and colour-mixing.</p>  |
|             | <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> | <p>Develop their own ideas and then decide which materials to use to express them.</p>                    | <p>Remember and sing songs.</p>   | <p>Play instruments with increasing control to express their feelings and ideas.</p> | <p>Begin to develop complex stories using small world.</p>                            | <p>Join different materials and explore different textures.</p>                              | <p>Listen with increased attention to sounds.</p>                               |
|            | <p>Take part in simple pretend play.</p>  | <p>Explore different textures.</p>  | <p>Sing the pitch of a tone sung by another person.</p>   | <p>Sing the melodic shape</p>  | <p>Make imaginative and complex 'small worlds' with blocks.</p>                       | <p>Create closed shapes with continuous lines and use these shapes to represent objects.</p> | <p>Respond to what they have heard, expressing their thoughts and feelings.</p> |
|  |   | <p>Begin to develop stories using small world equipment. Make imaginative and complex 'small worlds.'</p> | <p>Explore colour-mixing. Develop their own ideas and then decide which materials to use to express them.</p> | <p>Respond to what they have heard, expressing their thoughts and feelings.</p>      | <p>Explore different materials freely.</p>  | <p>Draw with increasing complexity and detail.</p>   | <p>Draw with increasing complexity and detail.</p>                              |
|  |   |   |   |  | <p>Develop their own ideas and then decide which materials to use to express them</p> |  | <p>Create closed shapes with continuous lines</p>                               |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**

|                                |  |                    |  |  |  |  |  |
|--------------------------------|--|--------------------|--|--|--|--|--|
| ASSESSMENT                     | Writing Books<br>Class Floor Books<br>Independent Work Folders<br>Teacher Judgement<br>AD Task Assessment sheets<br>Intervention groups                      |                    |  |  |  |  |  |
| ASSESSMENT SHARED WITH PARENTS | Parents invited to look at class floor books during celebration times<br>Celebrations and messages on Class Dojo<br>Termly report shared at Parent's Evening |                    |  |  |  |  |  |
| MODERATION                     | Half termly in house moderations<br>UL Cluster moderation meetings (termly)  |                    |  |  |  |  |  |
| TRIPS, VISITS AND EXPERIENCES  | Stay and Play visits   | Go on a Bear Hunt! | Perform on a stage<br><br>Watch a Pantomime  | Saturday morning trip to the Manchester Museum (FEB 23)      | Visit the Donkey sanctuary.<br><br>Visiting farm Animals | Baking<br><br>Saturday Morning trip to the Cinema            | Visit the Ice Cream Farm/Reddish Vale Farm |
| PARENTAL ENGAGEMENT            | Stay and plays<br><br>Family Afternoon Tea   |                    | Nativity performance. Parents invited. Children to take song words home to practise with their families. | Mouse Club<br><br>Parent reading sessions<br><br>Museum trip | Mouse Club<br><br>Parent reading sessions                | Mouse Club<br><br>Parent reading sessions<br><br>Cinema trip | Mouse Club<br><br>Parent reading sessions  |

**Abbey Hey Primary Academy**  
**Nursery Long Term Plan 2022-2023**