



Abbey Hey Primary Academy
Nursery Long Term Plan 2024-2025

TEACHERS: MC and RW .				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	<i>On the Move</i>	On The Farm	Once upon a Time	All Creatures Great and Small
Hook for Learning	Family photo booth Hairdressers	Bear Hunt	Birthday party for Kipper. Santa's Post Office	Walk to Gorton Train Station Up close look at a real car/motorbike	Chickens – looking after our new arrivals. Farm Shop	Gingerbread House	Visiting pets in school. 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"> Develop appropriate ways of being assertive.

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	<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


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	<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>

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	<p>Answer simple question about what they have heard.</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>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>
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<p>LITERACY</p> 	<p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none"> - Tell an adult about the marks they make. <p>Develop their phonological awareness:</p> <ul style="list-style-type: none"> - Join in with nursery rhymes - Sing some nursery rhymes independently. <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"> Print has meaning The names of the different parts of a book Print can have different purposes. Use some of their print and letter knowledge in their early writing. 	<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>
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Core Texts	<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>The Naughty Bus by Jan and Jerry Oke</p> <p>The Train Ride by June Crebbin</p> <p>Mr Grumpy's Motor Car by John Burningham</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>
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Writing genres	Make marks to represent our thoughts and ideas.	Orally retell a story through repeated refrains. Begin to identify rhyming strings.	Write some or all your name Write your name on a label or card	Write the initial sound in words.	Writing lists (farm shop grocery list).	Writing a recipe (gingerbread men).	Character description (which animal would they choose from the zoo).
MATHEMATICS 		Match and Sort: Begin to sort objects according to colour, size or shape. Link numerals and amounts/Counting:	Link numerals and amounts/Counting: Recite numbers to 5 Show 'finger numbers' up to 5 when	Shape: Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language:	Counting: Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells	Sorting and Matching: Find and match objects which are the same. Sort the same set of objects according to different criteria.	Fast recognition of up to 3 objects, without having to count them. Compare quantities using language: 'more than', 'fewer than' Solve real world mathematical




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	<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>Measure 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>Shape: 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'.</p> <p>Pattern: Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Counting: Say one number for each item in order: 1,2,3,4,5.</p> <p>Recite numbers beyond 5</p> <p>Measure: Make comparisons between objects relating to size, length,</p>	<p>you how many there are in total.</p> <p>Linking numerals and amounts: 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>Position and Direction: Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Pattern:</p>	<p>Shape: Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Link numerals and amounts/Counting: 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>Measure: 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>Position and Direction: Describe a familiar route using spatial words.</p> <p>Discuss routes and locations, using</p>	<p>Pattern:</p> <ul style="list-style-type: none"> • Notice and correct an error in a repeating pattern. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Talk about and identifies the patterns around them. <p>Number: Showing the right number of objects to match the numeral up to 5</p>
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		the environment. Positional Language: Understand position through words alone Measure Make comparisons between objects relating to size.	weight and capacity.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Shape: Talk about and explore 3D shapes	counting a small set of objects tells you how many there are in total. Measure: Make comparisons between objects: size, length, weight and capacity	words like 'in front of' and 'behind'. Understand and use positional language through words alone.	Begin to show 'finger numbers' up to 5 Compare quantities using language: 'more than', 'fewer than' Solve real world mathematical problems with numbers up to 5 Experiment with their own symbols and marks as well as numerals.
UNDERSTANDING THE WORLD	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar	Use all their senses in hands-on exploration of natural materials. Talk about the differences	Explore and talk about different forces they can feel. Explore how things work. Explore collections of	Plant seeds and care for growing plants. Understand the key features of the life cycles.	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

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	<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>
							
							

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

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ASSESSMENT	Writing Books Class Floor Books Independent Work Folders Teacher Judgement AD Task Assessment sheets Intervention groups						
ASSESSMENT SHARED WITH PARENTS	Parents invited to look at class floor books during celebration times Celebrations and messages on Class Dojo Termly report shared at Parent's Evening						
MODERATION	Half termly in house moderations UL Cluster moderation meetings (termly)						
TRIPS, VISITS AND EXPERIENCES	Stay and Play visits	Go on a Bear Hunt!	Perform on a stage Watch a Pantomime	Walk to Gorton train station.	Farm food tasting.	Baking	Reddish Vale Farm
PARENTAL ENGAGEMENT	Stay and plays Family Afternoon Tea		Nativity performance. Parents invited. Children to take song words home to practice with their families.	Mouse Club Parent reading sessions	Mouse Club Parent reading sessions	Mouse Club Parent reading sessions	Mouse Club Parent reading sessions

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