



Nursery Curriculum Areas	Vocabulary	2023-2024 Autumn Term 1 Nursery Rhymes Autumn Term 2 The Gingerbread Man/The Runaway Pizza	2023-2024 Spring Term 1 The Three Little Pigs Spring Term 2 Jack and the Beanstalk	2023-2024 Summer Term 1 Little Red Riding Hood Summer Term 2 The Seaside/The Train Ride
<u>Communication & Language</u> Listening, Attention and Understanding Enjoy listening to longer stories and can remember much of what has happened. Pay attention to more than one thing at a time. Use a wider vocabulary. Understand a question or instruction that has 2 parts. Understand 'why' questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story.		<p>Story groups Children will start to develop their understanding of how a simple story is structured, what happens first, next and how the story ends.</p> <p>Letters and Sounds, Phase 1. General sound discrimination- Environmental Sounds, Voice Sounds and Body Percussion. Begin to listen carefully to adults and peers. With support follow the Nursery routines.</p>	<p>Story groups Children will be develop their understanding of how a story is structured, what happens first, next and how the story ends. They will begin to retell/re-enact a short story that has been read to them remembering some key elements from the story.</p> <p>Letters and Sounds, Phase 1. General sound discrimination-Environmental Sounds, Voice Sounds and Body Percussion. Know how to listen carefully, know what good listening looks like.</p>	<p>Story groups Children will be aware of how a story is structured, what happens first, next and how the story ends. They will retell/re-enact a known story and be able to remember the majority of what happens.</p> <p>Letters and Sounds, Phase 1. General sound discrimination- Environmental Sounds, Voice Sounds and Body Percussion. Demonstrate good listening. Independently follow the Nursery routines. Engage in story times and sharing songs/rhymes.</p>



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<p>Speaking Develop their communication but may continue to have problems with irregular tenses and plurals. Develop their pronunciation. Use longer sentences of 4 to 6 words. 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. Start a conversation with a friend and continue it for many turns. Use talk to organise themselves and their play.</p>		<p>Engage in story times and sharing songs/rhymes. Adult models rhyming words.</p> <p>Wellcom assessments, daily 1:1 and small grp interventions/follow NH SALT plan if required.</p> <p>Adults model new vocabulary and correct pronunciation. The children are beginning to use language as a means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Begin to ask the children 'why' questions and model/support children when answering.</p>	<p>Follow the Nursery routines with limited support. Engage in story times and sharing songs/rhymes. Adult models rhyming words. Wellcom assessments, daily 1:1 and small grp interventions/follow NH SALT plan if required.</p> <p>Adults model new vocabulary and correct pronunciation. Encourage the children to use new vocab. The children will use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Answer 'why' questions with increasing confidence and begin to use a variety of questions.</p>	<p>Adult models rhyming words.</p> <p>Wellcom assessments, daily 1:1 and small grp interventions/follow NH SALT plan if required.</p> <p>Adults model new vocabulary and correct pronunciation. The children will use new vocab in different contexts. They will use more complex sentences to connect ideas and explain what is happening. They speak with increasing confidence.</p> <p>Answer 'why' questions and ask a range of questions with increasing confidence.</p>
<p><u>Personal, Social & Emotional</u></p> <p>Self-Regulation Develop ways of being assertive.</p>		<p>Can express their own feelings.</p>	<p>Children are aware of their own feelings and knows that some actions and words can hurt others' feelings.</p>	<p>Understands that their own actions can affect other people.</p>



<p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried'. Understand gradually how others might be feeling. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Managing Self Be increasingly independent in meeting their own needs, eg. brushing their teeth, using the toilet, washing and drying their hands. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Building Relationships Play with one or more other children, extending and elaborating play ideas.</p>		<p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Feeds self with limited help.</p> <p>Clearly communicates their need for the toilet.</p> <p>Interested in others' play and starting to join in.</p> <p>Start to form friendships.</p>	<p>Children can usually adapt their behaviour to different events, social situations and changes in the routine.</p> <p>Feeds self competently and drinks well without spilling. Can attend to toileting needs and brushes their teeth most of the time themselves. Can usually manage washing and drying hands. Beginning to recognise foods that are healthy.</p> <p>Seeks out others to share experiences.</p>	<p>The children are aware of the boundaries set and of the behavioural expectations in our setting.</p> <p>Can tell adults when they are hungry or tired.</p> <p>Observe the effects of activity on their bodies.</p> <p>Attends to toileting needs and the brushing of teeth independently. Eats a healthy range of foods.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
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<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <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><u>Physical</u></p> <p>Gross Motor Skills</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go upstairs, or climb up apparatus using alternative feet.</p> <p>Skip, hop, stand on one leg and hold a pose.</p> <p>Use large-muscle movements to wave flags and steamers, paint and make marks.</p> <p>Start taking part in some group activities which they</p>	<p>Fast, slow, up, down, behind, next to, in front, run, walk, jump, hop, skip</p>	<p>Balance bikes.</p> <p>Daily outside run on the large playground/field.</p> <p>Moves with confidence.</p> <p>Shows interest in physical games and activities.</p>	<p>Balance bikes.</p> <p>Daily outside run on the large playground/field.</p> <p>Begins to take part in physical games and activities with their peers.</p>	<p>Balance bikes.</p> <p>Daily outside run on the large playground/field.</p> <p>Experiments with different ways of moving, sometimes to music and using a range of resources and equipment.</p> <p>Negotiates space when playing and running.</p> <p>Moves with confidence.</p>



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<p>make up for themselves or in teams. Increasingly be able to remember sequences and patterns of movement which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Fine Motor Skills Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for hand dominance. Be increasingly independent as they get dressed and undressed.</p>		<p>Helps with clothing.</p> <p>Beginning to show control when using one-handed tools and equipment.</p> <p>Beginning to show preference for hand dominance.</p> <p>Daily dough disco and finger gym activities</p>	<p>Dresses with help.</p> <p>Uses one-handed tools and equipment.</p> <p>Continuing to show a preference for hand dominance.</p> <p>Daily dough disco and finger gym activities</p>	<p>Be independent when dressing and undressing.</p> <p>Handles arrange of tools and equipment with increasing control.</p> <p>Shows preference for hand dominance.</p> <p>Daily dough disco and finger gym activities</p>
<p><u>Literacy</u> <u>Comprehension</u> <u>Understands the 5 key concepts about print:</u> Print has meaning</p>		<p>Daily modelling of reading stories, 1:1 and in small groups.</p>	<p>Daily modelling of reading stories, 1:1 and in small groups.</p>	<p>Daily modelling of reading stories, 1:1 and in small groups.</p>



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<p>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. Page sequencing. Word Reading <u>Develop phonological awareness, so that they can:</u> Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound. Engage in extended conversations about stories. Writing Use some of their print knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>		<p>Little Wandle</p> <p>Opportunities to mark make both in and outside the classroom. Writing table with a range of writing tools and resources. Name cards available and on display. Adults model name writing and encourage name writing attempts. Adults' model writing/writing for a purpose.</p>	<p>Little Wandle</p> <p>Opportunities to mark make both in and outside the classroom. Writing table with a range of writing tools and resources. Name cards available and on display. Adults model name writing and encourage name writing attempts. Adults' model writing/writing for a purpose.</p>	<p>Little Wandle</p> <p>Opportunities to mark make both in and outside the classroom. Writing table with a range of writing tools and resources. Name cards available and on display. Adults model name writing and encourage name writing attempts. Adults' model writing/writing for a purpose.</p>
<p><u>Mathematics</u> Number</p>	<p>See Maths LTP</p>	<p>Number lines on display. Numbers with the correct amount of objects on display.</p>	<p>Number lines on display. Numbers with the correct amount of objects on display.</p>	<p>Number lines on display. Numbers with the correct amount of objects on display.</p>



<p>Developing fast recognition of up to 3 objects, without having to count them individually. (subitising) Recites numbers past 5. Say one number for each item in order. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger names' up to 5. Link numbers and amounts.</p> <p>Experiments with their own symbols and marks as well as numbers. Solve real world mathematical problems with numbers up to 5. Compare quantities using language 'more than' 'fewer than'.</p> <p>Shapes, space and Patterns</p>		<p>Daily 'mini maths' session. Adults model correct counting. FIRST 4MATHS Cardinality & Counting Accurate and consistent verbal counting to 5. 1:1 correspondence and cardinality to 3 subitising 1 and 2 Measures Understand and use specific attributes to compare height (taller and shorter rather than big and small) Understand and use specific attributes to compare length (long, short) Spacial Reasoning Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) Understand and use language of position that can vary by viewpoint (in front, behind)</p> <p>Shape Explore rotating and flipping objects to make a match</p>	<p>Daily 'mini maths' session. Adults model correct counting. FIRST 4MATHS Cardinality & Counting 1:1 correspondence and cardinality to 5 subitising 3 Begins to recognise numerals and match sets Measures Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Understand and use specific attributes for weight/mass (heavy, light, heavier, lighter) Spacial Reasoning Understand and use everyday language of direction (up, down, through, over, under) Understand and use language of movement (forwards, backwards, sideways, turn)</p> <p>Shape</p>	<p>Daily 'mini maths' session. Adults model correct counting. FIRST 4MATHS Cardinality & Counting Conservation of number to 5 with order irrelevance Accurate and consistent verbal counting to 10 Comparison Compare sets of objects- which has more, fewer-just by looking Making equal sets Composition Separate a group of 3 or 4 objects in different ways Measures Time-sequence of events Understand and use specific attributes for capacity and volume (full, empty, part full, part empty) Compare capacities Spacial Reasoning Discuss routes and the order and location of things seen extending vocab (in-between, above, below, around, beside. Across, along)</p>
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<p>Talk about and explore 2D and 3D shapes. Understand position through words alone. Describe a familiar route. Discuss routes and locations using words like 'in front of' and 'behind'. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify the patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events. Real or fictional, using words such as 'first', 'then'.</p>		<p>(posting boxes, inset puzzles, jigsaws) Explore construction with 3D shapes-combining shapes in 2 dimensions Sorting & Sequencing Sort by a single property-colour Sort by 2 properties-colour and size.</p> <p>2D and 3D shapes available for children to handle and explore. Large/small construction toys available.</p> <p>Adults' model re-telling a sequence of events.</p>	<p>Explore pattern and picture making with 2D pattern blocks Begin to notice properties of 3D shapes and find shapes that are the same Sorting & Sequencing Sort using different combinations of properties (size attributes linked to measure, colour and shape) Simple AB sequences varying colour or size (Continue and copy patterns)</p> <p>2D and 3D shapes available for children to handle and explore. Large/small construction toys available.</p> <p>Copy and continue a simple pattern. Adults' model re-telling a sequence of events. Encourage the children to describe a sequence of events.</p>	<p>Understand and use language of distance (far away, near, how far?) Shape Explore more complex construction with 3D shapes-combining shapes to make arches and enclosures Begin to notice properties of 2D shapes that are the same including on the faces of 3D shapes Sorting & Sequencing Simple Ab sequences of sounds, actions, and objects (make own patterns)</p> <p>2D and 3D shapes available for children to handle and explore. Large/small construction toys available.</p> <p>Create their own patterns.</p> <p>Adults' model re-telling a sequence of events. Encourage the children to describe a sequence of events.</p>
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<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant or an animal.</p> <p>Begin to understand the need to respect and care for the natural</p>	<p>Today, yesterday, a long time ago, family, old, new same, different</p> <p>Tree, leaf, flower, stem, seed, plant, seed, grow,</p>	<p>What day is it today, tomorrow?</p> <p>Days of the week display.</p> <p>Talk about who they live with and other family members.</p> <p>Where do you live? What does your home look like?</p> <p>Planting bulbs.</p>	<p>What day is it today, tomorrow?</p> <p>Days of the week display.</p> <p>Encourage the children to talk about significant events in their own experience.</p> <p>Planting seeds.</p>	<p>What day is it today, tomorrow?</p> <p>Days of the week display.</p> <p>Share their news with increasing confidence.</p> <p>Bedding plants, looking at flowers.</p> <p>Explore how things happen and how things work.</p>



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<p>environment and all living things.</p> <p>People, Cultures and Communities</p> <p>Continue developing positive attitudes about the differences between people.</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>The Natural World</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>Explore and talk about different forces they feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Place, house, home, school, road, church, shop, seaside, beach, river, mountain, sea</p> <p>Special people who help us (firefighter policeman, policewoman, nurse doctor, dentist, paramedic, relations, parents teachers) birthday, Christmas, wedding</p> <p>Head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, animal</p> <p>Material, wood, glass, paper, hard, soft</p> <p>Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun, Earth, Moon, star</p>	<p>Harvest, Halloween, Bonfire Night, Remembrance Day, Christmas, Church visit, Pantomime trip, Birthday celebrations.</p> <p>Explore festivals and celebrations linked to their family.</p> <p>Talk about holidays, days out in their local community and beyond.</p> <p>Encourage the children to talk about what they see and hear.</p>	<p>Chinese New Year, Mother's Day, Shrove Tuesday, Easter, Birthday celebrations.</p> <p>Explore festivals and celebrations linked to their family.</p> <p>Talk about holidays, days out in their local community and beyond.</p> <p>Notice detailed features of objects in their environment.</p>	<p>Father's Day, School Family picnic.</p> <p>Explore festivals and celebrations linked to their family.</p> <p>Talk about holidays, days out in their local community and beyond.</p> <p>Comments and asks questions about their familiar world such as the place where they live or the natural world.</p>
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<p><u>Expressive Arts and Design</u></p> <p>Creating with Materials</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Explore colour and colour mixing.</p>		<p>Making table available with a range of different resources.</p> <p>Drawing/painting easel.</p> <p>A wide range of writing tools available.</p> <p>Experiments with colour, materials and marks.</p> <p>Home Corner and Role Play area linked to the focus story.</p> <p>Small world toys/resources.</p> <p>Letters and Sounds, Phase 1.</p> <p>General sound discrimination, instrumental sounds.</p> <p>Song sack.</p>	<p>Making table available with a range of different resources.</p> <p>Drawing/painting easel.</p> <p>A wide range of writing tools available.</p> <p>Realises tools, colour and materials can be used for a purpose.</p> <p>Song sack.</p> <p>Sings a few familiar songs/rhymes.</p> <p>Engages in imaginative role-play based on first hand experiences.</p>	<p>Making table available with a range of different resources.</p> <p>Drawing/painting easel.</p> <p>A wide range of writing tools available.</p> <p>Uses simple tools, resources and techniques competently and appropriately.</p> <p>Song sack.</p> <p>Begins to build a repertoire of songs/rhymes/dances.</p> <p>Builds stories around toys and uses available resources to create props to support role-play.</p>
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<p>Being Imaginative and Expressive</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment and construction kits.</p> <p>Listen with increasing attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tune sung by another person.</p> <p>Sing the melodic shape of familiar songs.</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>Joins in singing favourite songs,</p> <p>Beginning to make-believe by pretending.</p>		
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