

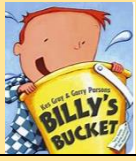




Nursery Long Term Plan 2025-2026



Autumn 1					Spring 1		Spring 2		Summer 1		Summer 2					
5 weeks	2 weeks	2 weeks	1 week	5 weeks	3 weeks	3 weeks	4 weeks	1 Week	4 weeks	2 weeks	3 weeks	4 Weeks				
<p>This is me!</p> 	<p>What changes happen in Autumn?</p> 	<p>Were going on a bear hunt</p> 	<p>World Nursery Rhyme week</p>	<p>Festivals and celebrations</p> 	<p>Winter</p> 	<p>Journeys from home</p> 	<p>Superheroes</p> 	<p>Easter</p> 	<p>Growing plants</p> 	<p>Lifecycles</p> 	<p>On the farm</p> 	<p>Under the sea</p> 				
<p>Theme: All about me, meeting our new friends and teacher, all about my family</p> <p>Drawing self portraits / New Beginnings Colour mixing using primary colours (Kandinsky) How have I changed? My family and where we live Special people, where do we belong? How do I make others feel? Harvest and autumn changes</p>					<p>Theme: Winter and Cold Places</p> <p>Animals around the world Climates / Hibernation Night and day animals David Attenborough Happy Habitats Changing states</p>		<p>Theme: Traditional tales and Journeys around the world</p> <p>Old favourites Familiar tales Mapping the world Construction – joining Materials</p>		<p>Theme: People in the community, people who help, occupations</p> <p>Police Paramedics, nurses and doctors Firefighters Dentists</p>		<p>Theme: New life</p> <p>The Easter story</p>		<p>Theme: Spring and new life</p> <p>Life Cycles Plants and Growing</p>		<p>Focus: The farm, lifecycles, Staying healthy / Food - healthy eating</p>	<p>Theme: Under the sea, looking after our oceans</p> <p>Where in the world shall we go? Send me a postcard! Seaside art printing</p>
					Spring				Summer							

<p>The colour monster. Super-duper you You choose Leaf man, The Gruffalo, Peace at last, were going on a leaf hunt, squirrels autumn search, tree, goodbye summer hello autumn</p>		<p>Polar bear polar bear The winter hedgehog The snow queen Snow bear Jack Frost Lost and found Penguin by Polly Dunbar (Walker) One Day on our Blue Planet...In the Antarctic by Ella Bailey (Flying Eye) Day Monkey, Night Monkey The storm whale in winter</p> <p>The animal race, Madeline, Katie in London, The Gingerbread man</p>	<p>A superhero like you, close line clues to jobs, people do, busy people, supertato, Nat Fantastic, Charlies superhero underpants, Super worm</p> <p>We're going on an egg hunt, The Easter story, The rhyming rabbit</p>	<p>Jack and the beanstalk, The very hungry caterpillar, The frog lifecycle, chicks, Lulas flowers, Jasper's beanstalk,</p>	<p>What the ladybird heard, noisy farm, who's on the farm, Old McDonald, farmyard hullabaloo, Farmyard Jamboree, A farmer's life for me, Tractor Ted</p> <p>Commotion in the ocean, The singing mermaid, Barry the fish with fingers, What the ladybird heard at the seaside, Tom and Lucy at the seaside, sharing a shell, Tiddler, surprising sharks</p>
<p>Transition visits Developing friendships Making bread Library visit Visit from a baby and people in the community</p>		<p>Visit from Elsa Food tasting from around the world, pizza making</p>	<p>Egg hunt, making pancakes Emergency services visit,</p>	<p>Grow plants, hatch butterflies Butterfly release party Fruit Salad /Picnic Planting seeds</p>	<p>Transition Songs and sea shanties Royal tea party farm visit</p>
<p>Birthdays- when is my Birthday? Harvest Meeting new friends My Family</p>		<p>Lunar New Year, Valentines Day Big bird watch</p>	<p>Shrove Tuesday, Mothers Day World book day Lent Easter, Saint Davids day, St Patriks day, Holi</p>	<p>Eid-al-Fitr St Georges day Earth day Pride Month</p>	<p>Transition Father's day</p>
			Spring		Summer
<p>Transition Visits Stay and play Friday</p>		<p>Stay and plays Forest school Hedgehog adventure trip</p>	<p>Mother's day breakfast Parents to talk about job roles</p>	<p>Litter picks Farm visit</p>	<p>Trip Father's day sports day Stay and plays</p>

		Spring		Summer
		<p><u>Self-regulation</u> Talk about feelings using words like happy and sad and begin to use other words With support begin to understand and talk about how others might be feeling and the reasons why Begin to help to find solutions to conflicts and rivalries With support begin to talk to others to resolve conflict</p> <p><u>Managing self</u> Begin to select and use activities and resources to achieve a set goal Settle to an activity of choice for some time Increasingly follow classroom routines and rules with reduced guidance Develop independence within self-care routines</p> <p><u>Building relationships</u> Play with one or more other children Play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others</p>	<p><u>Self-regulation</u> Talk about their feelings using a range of words Begin to understand how others might be feeling Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive Talk with others to solve conflicts</p> <p><u>Managing self</u> Select and use activities and resources, with help when needed- to achieve a goal they have chosen, or one which is suggested to them. Settle on an activity for some time Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule Be increasingly independent in in meeting own care needs Make healthy choices about food, drink, activity and toothbrushing</p> <p><u>Building relationships</u> Develop sense of responsibility and membership of a community Become more outgoing with unfamiliar people, I the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas</p>	
		Spring		Summer
		<p><u>Listening attention and understanding</u> Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a 2 part instruction</p>	<p><u>Listening attention and understanding</u> Enjoy listening to longer stories (with increased attention) and can remember much of what happens Shift their attention from one thing to another when needed and given a prompt. Understand and follow a two-part instruction</p>	

Begin to show an understanding of some prepositions
 Begin to listen to others in a small group
 Understand 'why' questions

Speaking
 Use a wider range of vocabulary
 Continue to develop and sing a repertoire of songs
 Sing a range of rhymes/songs as part of a group
 Talk about a familiar book and begin to tell a simple story
 Continue to develop communication, using future and past tense (not always correctly)
 Use longer sentences of 4-6 words
 Begin to join sentences with and
 Start a conversation with an adult/friend and begin to continue it with many turns
 Use talk to organise selves/play
 Begin to retell a simple past event in correct order
 Begin to express a point of view

Understand and respond confidently to simple why questions
 Show an understanding of some prepositions
 Listen to others in a small group

Speaking
 Use a wider range of vocabulary in a range of contexts
 Sing a large repertoire of songs
 Sing a range of songs/rhymes as part of a group and independently
 Talk about a familiar book and tell a longer story
 Develop communication, begin to use a wider range of tenses (with correct use of most tenses)
 Uses sentences joined by other words such as like/because
 Start a conversation with an adult/friend and continue it with many turns
 Retell a simple past event in correct order
 Use talk more confidently to organise selves/play
 Express a point of view and debate when they disagree with an adult/friend, using words as well as actions



	Spring	Summer
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Gross motor skills
 Continue to develop movement of walking and running
 Continue to develop climbing skills
 Continue to develop balancing skills
 Learn to hop
 Begin to learn to skip
 Continue to develop riding skills
 Continue to develop ball skills
 Use large muscle movements
 Begin to remember some sequences and patterns of movement related to music and rhythm
 Begin to take part in some group team activities
 Begin to match developing physical skills to tasks and activities in setting
 Choose the right resource to carry out a chosen plan
 Begin to collaborate with others to manage large items

Gross Motor skills
 Begin to refine movements of walking and running
 Begin to refine climbing skills
 Begin to refine balancing skills
 Learn to skip
 Continue to develop riding skills
 Continue to develop ball skills
 Use large muscle movements
 Remember some sequences and patterns of movement related to music and rhythm
 Take part in some group team activities
 Match developing physical skills to tasks and activities in setting
 Chose the right resource to carry out chosen plan
 Collaborate with others to manage large items

Fine motor skills

Show preference for a dominant hand
Continue to learn to use a knife and fork
Increased independence getting dressed and undressed
Use a range of 1 handed tools and equipment
Continue to develop a comfortable grip with good control when holding pens and pencils

Fine Motor skills

Use one handed tools and equipment
Eat independently using a knife and fork
Be increasingly independent getting dressed and undressed
Use a comfortable grip with good control when holding pens and pencils

Spring

Summer

*Sometimes giving meaning to marks
*Developing preferences when mark making

Digital grasp



Prewriting shapes



2 years 2½ years 3 years

Modified tripod grasp



Prewriting shapes



3½-4 years

Modified tripod grasp

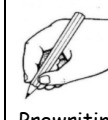


Prewriting shapes



4 years

Tripod grasp



Prewriting shapes



4½ years 4½ years

Spring

Summer

Continue to develop phonological awareness
Join in with phase 1 activities, aspects 1-7
Listen, remember and talk about different sounds:
(Environmental, instrumental, body percussion)
Rhythm and rhyme: develop awareness of words that sound the same
Tune into alliterative words, begin to identify/hear some initial phonemes in words
Explore and begin to talk about different voice sounds
Begin to participate in oral blending/segmenting activities
Clap syllables in own name

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Spring

Summer

Reading

Reading

	<p>Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary</p> <p>Continue to develop the 5 key concepts about print:</p> <p>Handle books carefully and correctly</p> <p>Name some book parts blurb/title...</p> <p>Print has meaning- recognise some new logos</p> <p>Begin to understand what a word/letter is</p> <p>Follow print left to right and begin to use 1:1 correspondence</p> <p>Know where to start reading</p> <p>Read own name without visual support</p>	<p>Engage in extended conversations about stories, non-fiction texts, learning and using new vocabulary</p> <p>Use the 5 key concepts about print:</p> <p>Identify a word in a sentence and understand it carries meaning</p> <p>Identify a letter in a word</p> <p>Name parts of a book and show awareness of page number</p> <p>Continue to develop an understanding of word/letter</p> <p>Follow print, know its read from top to bottom and use 1:1 correspondence</p> <p>Read own name in a variety of fonts/contexts</p>
	Spring	Summer
	<p>Writing</p> <p>Begin to use some print/letter knowledge in writing</p> <p>Symbols- lines/circles</p> <p>Recognisable letters</p> <p>Left to right directionality</p> <p>Top to bottom directionality</p> <p>Ascribe meaning/ point to directionality</p> <p>Begin to engage in purposeful mark making</p> <p>Attempt to write name, using name card, with some recognisable letters, some correctly formed</p>	<p>Writing</p> <p>Use knowledge of print/letter knowledge in writing</p> <p>Recognisable letters</p> <p>Left to right/top to bottom directionality</p> <p>Ascribe meaning</p> <p>Begin to match some letters to phonemes e.g. m for mummy</p> <p>Engage in purposeful early writing</p> <p>Write name, from memory, with correct letter formation</p>
	Spring	Summer
	<p>Number 3 subitising</p> <p>Number 3 numerals and triangles</p> <p>Number 4 counting, squares and rectangles</p> <p>The composition of 4</p> <p>The number 5, counting and numerals</p> <p>The composition of 5</p> <p>Height and length</p> <p>Mass</p> <p>Capacity</p>	<p>More/fewer</p> <p>One more</p> <p>One less</p> <p>2d shape</p> <p>3d shape</p> <p>Number composition</p> <p>Night & Day</p> <p>Positional language</p>

		Spring		Summer	
		<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> ▪ Explore and use a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills. <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play. 		<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ▪ Share their creations, explaining the process they have used ▪ Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> ▪ Invent, adapt and recount narratives and stories with peers and their teacher; ▪ Sing a range of well-known nursery rhymes and songs; ▪ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	
		Spring		Summer	
<p>Drawing - Self portraits and Class Artists Colour Mixing like Kandinsky Yayoi Kusama</p>		<p>Master techniques Sculpture - Junk modelling and Mouldable materials</p> <p>Building habitats for animals</p>	<p>Pastel drawings, printing, patterns on Easter eggs, Mother's Day crafts, Easter</p>	<p>Life cycles, Flowers-Sun Flowers. Still life drawing of fruits and vegetables</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>

		Spring		Summer	
<p>Food - Healthy, Balanced eating Making wraps, making food faces Snack area – discussions around healthy fruit and veg</p> <p>Through playdough developing techniques.</p> <p>Weaving coloured threads outdoors. Junk modelling, houses,</p>		<p>Materials – experimenting with design, texture, form and function clothes for the snow.</p> <p>Building habitats for animals – what materials are best for snow?! Blubber challenge</p> <p>Making Chinese lanterns, Construction – Joins, Likes and Dislikes Gingerbread man – joining paper pieces with split pins bridges boats and transport ways for characters to travel in Traditional stories. Bake Gingerbread</p>	<p>Superheroes Master practical skills - safely using tools and techniques cutting vegetables and tasting.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks ladybird, bee, butterfly.</p>	<p>Sand pictures / Rainbow fish collages Paper plate jellyfish Lighthouse designs Salt dough fossils</p>
		Spring		Summer	
		<p>Developing Early Musical Skills: Listening and moving to music. Chinese music Songs linked to topic theme: Winter, winter animals, polar bears, penguins (penguin song) Songs linked to People who help us. Emergency songs</p>		<p>Developing Early Musical Skills: Exploring sounds around us. Exploring classroom percussion instruments. Copying simple rhythms. Songs linked to topic theme: Traditional story songs, Summer theme, Seaside, Undersea song . Clapping rhythms in songs like sea shanty's.</p>	

<p>Specific Areas:</p> <p>Understanding the World</p> <p>Nursery & Reception</p>	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family's history ▪ Begin to comment on images of familiar situations in the past <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community ▪ Name and describe people who are familiar to them ▪ Begin to understand that some places are special to members of their community ▪ Begin to recognise that people have different beliefs and celebrate special times in different ways <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them <p>Describe what they see, hear and feel whilst outside</p> <ul style="list-style-type: none"> ▪ Understand the effect of changing seasons on the natural world around them – Autumn into Winter <p>* sources of technological information</p>		<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society ▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> ▪ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> ▪ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and – when appropriate – maps. <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants ▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>* sources of technological information</p>	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society <p>People, Culture & Communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants ▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>* sources of technological information</p>	<ul style="list-style-type: none"> ▪ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and – when appropriate – maps. <p>Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants ▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>* sources of technological information</p>
<p>History</p>	<p><i>All about me!</i> <i>Family & Community</i> <i>Photos shared of child's history, baby photos v now</i> <i>People and their roles in Society. Jobs</i></p>				<p><i>Looking back over the year, photos of the children in September, what changes can you see?</i></p>	<p><i>Grace Darling</i> <i>Events in Living Memory</i> <i>Mary Anning</i></p>
<p>Geography</p>	<p><i>Where I live and my community.</i> <i>Describing and drawing your house, draw you're a map, describe your journey to school, learning about local</i></p>		<p><i>Comparing places; similarities, differences in contrasting environments links to Polar Regions.</i></p> <p><i>Links to journeys – The Gingerbread man</i></p>		<p><i>Walk around the school grounds, walk to local park. Name and Locate.</i></p>	<p><i>Map Making e.g. treasure map</i> <i>Holidays, place and journeys.</i></p>

	<i>features, park, shops leisure centres.</i>					
Science	<i>Understanding my body – Body Parts, toileting skeleton (Funny Bones) Songs – head, shoulders knees and toes</i>		<i>Understanding Animals and Habitat – links to polar animals</i>		<i>Planting links to Jack and the Beanstalk Links to Life Cycles, Farms, growth, new life</i>	<i>Exploring shells, fossils, sea creatures</i>
Computing	<i>Equipment in the home Kettle, toaster, TV microwave Beebots – around the town map Taking home class bear and photographing the events of the weekend.</i>		<i>Watching videos of polar regions Zoo cam at Chester zoo watch penguins live. Safer Internet Day</i>	<i>Beebots – farm map</i>		<i>Beebots – seaside map</i>
RE Quest ful RE	<i>Friendship Festivals/Events Rosh Hashanah Yom Kippur Sukkot All Saints Day</i>		<i>Stories Jesus told Festivals/Events Epiphany Ash Wednesday / Shrove Tuesday St David’s Day Shivaratri</i>	<i>Easter Story Festivals/Events Holi Palm Sunday Passover Easter Start of Ramadan</i>	<i>Prayer Festivals/Events Eid Shavuot</i>	<i>Special Places</i>