

Nursery Long Term Plan

2025/26

	Autumn Term		Spring Term		Summer Term	
	<p>Marvellous Me! Senses /feelings (2.9.25 – 17.10.25) 4 days & 7 weeks</p> <p>Diwali – 20th October</p>	<p>Dark nights and festivals (3.11.25 – 19.12.25) 7 weeks</p> <p>Bonfire night – 5th Nov</p>	<p>Where should we land? Space (5.1.25 – 13.2.25) 6 weeks</p> <p>Lunar new Year – 17th February</p>	<p>Can bears go on adventures? Bears (23.2.25 – 27.3.25) 6 weeks</p> <p>Shrove Tuesday – 17th February Mother’s Day – 15th March Easter - 5th April</p>	<p>Down on the Farm New life and growing (13.4.25 – 22.5.25) 4 Days 4 Weeks</p> <p>May day 4th May</p>	<p>Do you love bugs? Minibeasts (1.6.25 – 21.7.25) 4 Days 6 Weeks</p>
Role-Play/ Occasions	<p>Role play- Home corner Diwali</p>	<p>Role play – Developed home corner to incorporate props from celebrations times Bonfire Night Christmas</p>	<p>Role play- Space rocket / going to space Lunar New Year</p>	<p>Role play – Home corner Shrove Tuesday Mother’s Day Easter</p>	<p>Role play – Farm shop</p>	<p>Role play – Investigation minibeast tuff tray. Transition</p>

Literacy	Books: Hello friend – Rebecca Cobb The Family book This is our house friendship book The Colour Monster Eric Carle – From Head to Toe My Five Senses Binny’s Diwali All kinds of people - Topic 10 little fingers, 10 little toes –rhyme	Books: The Quiet Little Firework We are going on a leaf hunt Owl Babies The Christmas Story Fletcher and the falling leaves – story time	Books: Q Pootle 5 How to catch a star Whatever Next Aliens Love Underpants	Books: We’re going on a bear hunt The Everywhere bear Goldilocks and the Three Bears The Brave Bear A best friend for bear – Peter Horacek Easter stories - topic	Books: Farmyard Hullabaloo Little Red Hen Rosie’s walk Sam Plants a sunflower The Odd Egg	Books: Do you love bugs? Arrgh Spider! Billy’s Beetle Betsy Buglove Saves the Bees  Bad Tempered ladybird Twist and Hop to the Minibeast Bop Mad About Minibeasts
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	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Develop their	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from	Understand the five key concepts about print 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; writing ‘m’ for mummy.	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; writing ‘m’ for mummy. Engage in extended conversations about stories, learning new	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; writing ‘m’ for mummy. Engage in extended conversations about stories, learning new	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; writing ‘m’ for mummy. Engage in extended conversations about stories, learning
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	<p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>top to bottom</p> <p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>vocabulary</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>vocabulary</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>
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Maths	WRM Focus areas:	WRM Focus areas:	WRM Focus areas:	WRM Focus areas:	WRM Focus areas:	WRM Focus areas:
	<p>Counting 1 (2 weeks)</p> <p>Comparison 1 (1 week)</p> <p>Shape, space and measure 1 (1 week)</p> <p>Pattern 1 (1 week)</p> <p>Counting 2 (1 week)</p> <p>Subitising 1 (1 week)</p> <p>Starters Number songs</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Say one number for</p>	<p>Pattern 2 (1 week)</p> <p>Shape, space and measure 2 (2 weeks)</p> <p>Counting 3 (2 weeks)</p> <p>Shape, space and measure 3 (1 week)</p> <p>Consolidation (1 week)</p> <p>Starters Number songs</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Link numerals and amounts: for example, showing</p>	<p>Pattern 3 (1 week)</p> <p>Counting 4 (1 week)</p> <p>Shape, space and measure 4 (1 week)</p> <p>Subitising 3 (1 week)</p> <p>Comparison 2 (1 week)</p> <p>Pattern 4 (1 week)</p> <p>Starters Number songs</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Compare quantities using language: 'more than', 'Fewer than'.</p> <p>Select shapes</p>	<p>Shape, space and measure 5 (1 week)</p> <p>Pattern 5 (2 weeks)</p> <p>Subitising 4 (2 weeks)</p> <p>Consolidation (1 week)</p> <p>Starters Number songs</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Counting 5 (2 weeks)</p> <p>Pattern 6 (2 weeks)</p> <p>Counting 6 (2 weeks)</p> <p>Starters Number songs</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p>Comparison 3 (2 weeks)</p> <p>Starters Subitising and revision</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order:</p>

	each item in order: 1,2,3,4,5.	the right number of objects to match the numeral, up to 5 Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern	appropriately: flat surfaces for building, a triangular prism for a roof etc.			1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
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<p>Provision / project activities</p> <p><i>Topic Links & Ideas</i></p> <p>Expressive Arts & Design</p>	<p>Children to draw pictures of their family/ Create houses using junk model. What does your house look like? Making faces out of salt-dough Dolls house small world Bathing babies Home corner role play Drawing around ourselves-big paper</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 like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p>	<p>Mixing autumn colours Leaf prints Owls Bonfire celebrations</p> <p>Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour-mixing Remember and sing entire songs.</p>	<p>Junk model rockets Creating planets Starry Night art work Cutting stars</p> <p>Show different emotions in them drawings and paintings, like happiness, sadness, fear etc</p> <p>Explore colour and colour-mixing</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Remember and sing entire songs.</p>	<p>Bears Painting bears Collage bears Maps</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore colour and colour-mixing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Remember and sing entire songs.</p>	<p>Observational drawing of flowers – sunflowers Painting animals Paper plate animals Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds.</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>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p>	<p>Creating caterpillars Butterflies – symmetry painting. Junk model minibeasts</p> <p>Join different materials and explore different textures.</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>Create their own songs, or improvise a song around one they know.</p> <p>Remember and sing entire songs.</p>
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<p>Understanding the World</p>	<p>Autumn Senses – exploring the 5 senses Naming parts of the body</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Use all their senses in hands on exploration of natural materials.</p>	<p>Autumn Real owls Bonfire safety</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>Winter Space/ moon Lunar New Year</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>Spring Easter celebrations Where bears live – real bears.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Show interest in different occupations.</p> <p>Explore how things work</p>	<p>New life Growing vegetables Where does food grow/ come from Plants – seeds Life on a farm / animals</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants.</p>	<p>Summer Minibeast environments Life cycles – butterfly Ladybird</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
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<p>Discreet Subjects PE/ PSED</p>	<p><u>PE: Introduction to PE – unit 1</u></p> <p>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. 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.</p>	<p><u>PE: Balls skills – unit 2</u></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.</p>	<p><u>PE: Dance – unit 3</u></p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p><u>PE: Fundamentals – unit 4</u></p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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</p>	<p><u>PE: Games – unit 5</u></p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p><u>PE: Gymnastics – unit 6</u></p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>
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				resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.		
	<p><u>PSHE</u></p> <p>Me and Relationships Marvellous Me! I'm Special People who are special to me</p> <p><u>PSED</u> Settling in, making friends, exploring new classroom, showing preferences for activities, parting with carer. Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p><u>PSHE</u></p> <p>Valuing Difference Me and my friends Friends and family Including everyone</p> <p><u>PSED</u> Visits to the wider school, feelings tree</p> <p>Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.</p>	<p><u>PSHE</u></p> <p>Keeping Safe People who help me and keep me safe Safety indoors and outdoors What's safe to go into my body</p> <p><u>PSED</u> Promoting independence</p> <p>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</p>	<p><u>PSHE</u></p> <p>Rights and Respect Looking after myself Looking after others Looking after my environment</p> <p><u>PSED</u> Supporting children with sharing.</p> <p>Do not always need an adult to remind them of a rule Help to find solutions to conflicts and rivalries. For example, accepting that not</p>	<p><u>PSHE</u></p> <p>Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families</p> <p><u>PSED</u> Resolving conflicts – modelling how to solve a problem.</p> <p>Begin to understand how others might be feeling. Develop appropriate ways of being assertive.</p>	<p><u>PSHE</u></p> <p>Being my Best What does my body need? I can keep trying I can do it!</p> <p><u>PSED</u> Preparing children for starting Reception/ change.</p> <p>Talk with others to solve conflicts.</p>

	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>game, and suggesting other ideas.</p>	<p>everyone can be Spider-Man in the game, and suggesting other ideas.</p>		
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