



Nursery Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Theme</u>	<i>Ourselfs</i>	<i>Festivals and Celebrations</i>	<i>Identity and Community</i>	<i>Change</i>	<i>Growing</i>	<i>The World Around Us</i>
<u>Story Dough Key Texts</u>	The Colour Monster by Anna Llenas; Owl Babies by Martin Waddell and Patrick Benson; Who's In My Family? All About Our Families! by Robie H. Harris; Room on the Broom by Julia Donaldson; The Very Helpful Hedgehog by Rosie Wolsey; The Squirrel's Autumn Search by Usborne; Twinkly, Twinkly Nativity by Usborne; Emergency! by Margaret Mayo and Alex Aguirre.	The Very Helpful Hedgehog by Rosie Wolsey; Room on the Broom by Julia Donaldson; The Three Little Pigs by Margaret Mayo and Alex Aguirre; Elmer and the Rainbow by David McKee; Old MacDonald had a Farm by Sue Hendra; Rosie's Walk by Pat Hutchins.	Emergency! by Margaret Mayo and Alex Aguirre; Elmer and the Rainbow by David McKee; The Three Little Pigs by Margaret Mayo and Alex Aguirre; Old MacDonald had a Farm by Sue Hendra; Rosie's Walk by Pat Hutchins.	The Very Helpful Hedgehog by Rosie Wolsey; Room on the Broom by Julia Donaldson; The Three Little Pigs by Margaret Mayo and Alex Aguirre; Old MacDonald had a Farm by Sue Hendra; Rosie's Walk by Pat Hutchins.	The Very Helpful Hedgehog by Rosie Wolsey; Room on the Broom by Julia Donaldson; The Three Little Pigs by Margaret Mayo and Alex Aguirre; Old MacDonald had a Farm by Sue Hendra; Rosie's Walk by Pat Hutchins.	The Very Helpful Hedgehog by Rosie Wolsey; Room on the Broom by Julia Donaldson; The Three Little Pigs by Margaret Mayo and Alex Aguirre; Old MacDonald had a Farm by Sue Hendra; Rosie's Walk by Pat Hutchins.
<u>Supplementary Texts</u>	Guess How Much I Love You? What Do I Look Like? The New Baby Here Come the Babies Toddlerobics Why Should I Brush My Teeth?	Rama and Sita Little Red Hen Squirrel's Autumn Search The Nativity The Christmas Book Incy Wincy Spider Meg and Mog	Fred the Firefighter Going to the Dentist Bigger Digger Dazzling Diggers	Animal Babies on the Farm Farmer Duck Hens Don't Crow Whose Baby? Elmer and the Lost Teddy Elmer and Wilbur	Jack and the Beanstalk Ten Seeds Ten Tiny Tadpoles Brenda's Boring Egg	Handa's Surprise We're Going on a Lion Hunt Hullabaloo at the Zoo The Rainbow Fish
<u>Storytime Focus</u> <u>Genre/Author</u>	Giles Andreae and Jack Tickle poetry collections	Julia Donaldson	Traditional Tales	Traditional Tales	Eric Carle	Sue Hendra

	<p>Uses large-muscle movements to produce circles</p> <p>Can walk, run, crawl and climb independently</p> <p>Rides a 2 wheeled scooter independently, moving one leg backwards and forwards pedals a trike</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Can stand on one leg and hold a pose and begin to hop</p>	<p>Balances a quoit/ beanbag on their head whilst moving</p>	<p>Can throw a ball or bean bag underarm or overarm</p>	<p>Can walk while kicking a ball, can kick the ball at an intended target</p>	<p>Can catch a small ball or bean bag from a short distance</p>
<u>Specific Areas</u>	<p><u>Literacy</u></p> <p><u>Phonics</u> Environmental Sounds and Voice Sounds</p> <p><u>Reading Comprehension</u> Listen to a story without becoming distracted Know which is the front/back cover of a book</p> <p><u>Word Reading</u> Distinguish between different levels of noise</p> <p><u>Writing</u> Uses one-handed tools and equipment including making snips with scissors and developing more control</p>	<p><u>Literacy</u></p> <p><u>Phonics</u> Body Percussion and Instrumental Sounds</p> <p><u>Reading Comprehension</u> Look through a book independently Share ideas about a story</p> <p><u>Word Reading</u> Distinguish between different levels of noise</p> <p><u>Writing</u> Uses one-handed tools and equipment including making snips with scissors and developing more control</p>	<p><u>Literacy</u></p> <p><u>Phonics</u> Rhythm and Rhyme and Alliteration</p> <p><u>Reading Comprehension</u> Sequence key events from a familiar story Identify which is text and which is the illustrations Answer 'why' questions e.g 'why is the wolf cross?'</p> <p><u>Word Reading</u> Be able to fill in the missing word in a familiar rhyme /song</p> <p><u>Writing</u> Hear the initial sound of a range of words including their name</p>	<p><u>Literacy</u></p> <p><u>Phonics</u> Rhythm and Rhyme and Alliteration</p> <p><u>Reading Comprehension</u> Retell stories using props Talk about what happened at the beginning and end of a familiar story Identify different print in the environment, e.g. signs, logos, name cards etc</p> <p><u>Word Reading</u> Hear the initial sound of a wide range of words including their name</p> <p><u>Writing</u> Draws lines and circles (Beery shapes) and adds meaning</p>	<p><u>Literacy</u></p> <p><u>Phonics</u> Oral Blending and Segmenting An introduction to RWI Set 1 sounds</p> <p><u>Reading Comprehension</u> Point out a similar character in different texts, e.g. witch in Meg & Mog and Room on the Broom</p> <p><u>Word Reading</u> Orally blend words segmented by an adult (Fred talk)</p> <p><u>Writing</u> Spot familiar letters to them, e.g. their first initial on a sign or in a book</p>	<p><u>Literacy</u></p> <p><u>Phonics</u> Oral Blending and Segmenting An introduction to RWI Set 1 sounds</p> <p><u>Reading Comprehension</u> Talk about how characters feel in different parts of the story</p> <p><u>Word Reading</u> Orally blend words segmented by an adult (Fred talk)</p> <p><u>Writing</u> Use a comfortable grip with developing control, using a modified tripod grasp.</p>

					in their name	Spot familiar letters to them, e.g. their first initial on a sign or in a book
						Orally segment CVC words, copying a model
<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Show finger numbers up to 5</p> <p>See groups of 1 to 3</p> <p>Understand/use positional language to describe where something is.</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Makes a picture by combining shapes to make new ones</p> <p>Continue and copy simple AB repeating patterns</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Recognise numbers 1-5</p> <p>Count 1 to 5 items consistently, knowing that the last counting word tells "how many"</p> <p>Discuss and compare attributes informally. Compare length using another object. Measure with multiple copies of a unit (such as blocks)</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Talk about, explore and name basic 2D shapes, including more complex such as semi-circle, diamond etc. (3D shapes more able)</p> <p>Describe a familiar route.</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Use counting or matching to compare two collections one to five, despite distracting appearances</p> <p>Solve and make problems practically using calculations to five e.g. "How many altogether?"</p> <p>Show awareness of symmetry in block buildings or butterfly wings</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Knows and talks about the events in a day through routines / visual Timetables.</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Develops an awareness of money through role play</p>

				Know that they live in Pensby, England and attend Pensby Primary School		
Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design
<u>Drawing and Creating</u>	<u>Drawing and Creating</u>	<u>Drawing and Creating</u>	<u>Drawing and Creating</u>	<u>Drawing and Creating</u>	<u>Drawing and Creating</u>	<u>Drawing and Creating</u>
Show different emotions in their drawing and painting	Able to print with smaller blocks, sponges and objects	Can mould and manipulate malleable materials eg. can squeeze, pinch, roll, flatten, pat, poke etc	Notice the changes that happen when two colours are mixed together	Able to use a range of drawing tools - pastels, colouring pencils	Can make simple imaginative models which express their ideas	
Can make snips with child scissors	Can mould and manipulate malleable materials eg. can squeeze, pinch, roll, flatten, pat, poke etc	Can use simple tools to effect change to malleable materials - using rolling pin, cutters, scissors	Draws lines and circles and adds meaning	Can use a wider range of natural and man-made materials within art work		
<u>Role-play</u>	<u>Role-play</u>	<u>Role-play</u>	<u>Role-play</u>	<u>Role-play</u>	<u>Role-play</u>	<u>Role-play</u>
Pretends a resource is something else when reenacting familiar events/story	Pretends a resource is something else when reenacting familiar events/story	Pretends a resource is something else when reenacting familiar events/story	Pretends a resource is something else when reenacting familiar events/story	Pretends a resource is something else when reenacting familiar events/story	Pretends a resource is something else when reenacting familiar events/story	Pretends a resource is something else when reenacting familiar events/story
		Enhances small world play with resources provided (e.g. core story props)		Enhances small world play with resources provided (e.g. core story props)	Enhances small world play with resources provided (e.g. core story props)	
<u>Music, singing and dancing</u>	<u>Music, singing and dancing</u>	<u>Music, singing and dancing</u>	<u>Music, singing and dancing</u>	<u>Music, singing and dancing</u>	<u>Music, singing and dancing</u>	<u>Music, singing and dancing</u>
Knows and joins in with action rhymes and familiar songs	Knows and joins in with action rhymes and familiar songs	Knows and joins in with action rhymes and familiar songs	Knows and joins in with action rhymes and familiar songs	Knows and joins in with action rhymes and familiar songs	Knows and joins in with action rhymes and familiar songs	Knows and joins in with action rhymes and familiar songs
	Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc	Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc	Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc	Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc	Copies basic movements in response to music, including short routines with support e.g. Cosmic Yoga, Go Noodle	Copies basic movements in response to music, including short routines with support e.g. Cosmic Yoga, Go Noodle
<u>Learning Beyond the Classroom</u>	Visit from a new Mummy	Fireworks letter walk around the local area	Visit from the Fire Brigade Visit from a paramedic/nurse	Trip to Tam O'Shanters Farm	A walk to the shops	A walk to the woods/Teddy Bears' Picnic

